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ABSTRACT

This guide is intended for use in incorporating competency-based employability skills curricula into vocational and technical education programs. The guide is divided into five sections. The first is a competency listing that includes the competencies identified as necessary for students participating in an employability skills program and a competency listing by program area. A content guide that has been arranged into five units (self-awareness and appraisal, career decision making, preparation for employment, workers' rights and responsibilities, and success in the job market) is provided next. Each unit includes identified competencies, objectives, suggested learning experiences, and resources for use in developing and teaching the course within a suggested grade level (grades 7-8, 9-10, and 11-12). Recommended resources (including textbooks, curriculum guides, microcomputer courseware, and other state curriculum guides) are listed. The appendix consists of activity sheets that can be used by students to reinforce specific objectives addressed in the five units of the content guide. A competency test item bank that has also been included. It contains a competency listing, a table of specifications for course tests, a minimum of three test items, and keys for the test items. (MN)

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Competency-Based Employability Skills Program

VEC-VOCD-CG-0002
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VOCATIONAL DEVELOPMENT
DIVISION OF VOCATIONAL EDUCATION
NORTH CAROLINA DEPARTMENT OF PUBLIC INSTRUCTION

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NORTH CAROLINA
COMPETENCY-BASED EMPLOYABILITY SKILLS
CURRICULUM GUIDE

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Vocational Development
Division of Vocational Education
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Dr. A. Craig Phillips, State Superintendent
Mr. George A. Kahdy, Assistant State Superintendent, Instructional Services
Dr. Clifton B. Belcher, Director, Division of Vocational Education
Mrs. Juanita W. Taylor, Chief Consultant, Vocational Development

VEC-Voc. Dev. CG - 0002
VEC-Voc. Dev. C/TIB - 0002

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FOREWORD

The continuing success of vocational education will depend upon the teaching of employability skills. Today's job market requires that vocational graduates not only have solid job skills, but that they are able to seek suitable employment and cope with change in the job market. Seeking, retraining, and job mobility may mark the difference between a successful and fulfilling life and failure. Solid job skills combined with employability skills form a combination for success in our society. The competency-based employability skills program is an outstanding example of vocational education addressing a critical issue in education. Properly used, these materials can help to determine the success of thousands of secondary students enrolled in our public school system.

ACKNOWLEDGMENT

0002 COMPETENCY-BASED EMPLOYABILITY SKILLS

The Vocational Development Unit wishes to express its sincere appreciation to those many individuals who were involved in this curriculum development project.

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Mr. Houston Black
Personnel Relations Department
Carolina Power and Light Company
Raleigh

Mr. Gordon Copeland
Local Vocational Education Director
Durham City Schools
Durham

Ms. Margie Davis
Vocational Counselor
Garner Senior High School
Garner

Mr. Herbert Harris
Employment Personnel Department
Burroughs Wellcome Company
Research Triangle Park

Dr. William Lawrence
Personnel Department
National Institute of Environmental
Health Sciences
Research Triangle Park

Mr. Joseph Parry-Hill
State Advisory Council on Education
Raleigh

Dr. George Seagraves
Principal
Lee Senior High School
Sanford

Mr. Thomas Westall
Coordinator of Employee Training
Belk Stores
Charlotte

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Sincere appreciation is extended to the Vocational Development Coordinators who comprised the Curriculum Project Task Force. These members compiled the competency listing and assisted with the development of the test bank items.

VOCATIONAL DEVELOPMENT CURRICULUM TASK FORCE

Joye Bennett
Hoggard High School
New Hanover County
Wilmington

Janie Chavis
Fayetteville City Schools
Fayetteville

Ralph Davies
Onslow County Schools
Jacksonville

Donald Damon
Harnett County Schools
Lillington

Robin Vann
Yadkin County Schools
Yadkinville

Shirley Jenkins
Montgomery County Schools
Troy

Claude Neaves
Ashe County Career Center
West Jefferson

Iris Officer
Career Center
Forsyth County
Winston-Salem

Nancy Taylor
West Rowan High School
Rowan County
Mt. Ulla

Pat Whitney
New Hanover High School
New Hanover County
Wilmington

The Unit is indebted to the McKnights Publishing Company and to the following states for the use of selected sheet that enhance the versatility of the Student Activity Section found in the Appendix of this guide:

Illinois
Kentucky
Maryland
New York

Recognition is also given to Kay Bullock for designing the cover, to Marge Keyes for her assistance with the format and with typing the key answer sheets, and to the Vocational Development Staff for its support. A special "thank you" is extended to Janet Foell who so diligently assisted with the major portion of the typing. Additional acknowledgment for her efforts in the completion of the product is given to Elizabeth Griffin.

Special appreciation is extended to Dr. Clifton Belcher who gave total support to this curriculum effort.

Juanita W. Taylor, Chief Consultant
Vocational Development Unit
Competency-Based Employability Skills
Project Director

INTRODUCTION

Secondary vocational education in the public schools has as its mission to provide a total program of offerings which is --

> Capable of meeting the individual needs, interests, abilities, and aspirations of each student, and
>
> Realistic in light of actual or anticipated opportunities for gainful employment, advanced education, and practical life applications.

When North Carolina education was just entering the twentieth century, Governor Charles B. Aycock proclaimed, "Let every child burgeon forth with the best that is in him." Recognizing differing aspirations of students, North Carolina began in 1918 a system of secondary school vocational education to allow eventually every vocationally oriented student the opportunity to study that which would best serve him or her.

Much has changed in the years since. In the early 1900's, employability skills were not of major concern to young people. They basically knew where their workplace would be -- for boys, on the farm and for girls, in the home. In the late 1900's and the years to follow, securing employment will be a continuous challenge of those best prepared.

Our economy is dependent upon maximum productivity of workers in a private enterprise system. In turn, the quality of each of our lives is dependent upon the availability of goods and services produced by the workers in the world of work. Rapid changes in technology have contributed (and will continue to do so) to changes in jobs, changes in the tools and equipment used to perform the jobs,changes in the skills needed to get and hold a job, and the emergence of new fields of employment.

It is with this fact, that the Competency-Based Employability Skills Program has been developed. The design of this program will assist "every child" in developing those skills necessary in seeking, finding, keeping, and changing employment, in order that he or she will be able to burgeon forth in life with the best that is in him/her. Business and industry leaders have continually identified this type of instruction as critical.

Implied within the philosophy of the State Board of Education for secondary vocational education in North Carolina are many beliefs, one of which is as follows:

VOCATIONAL GUIDANCE, COUNSELING, AND PLACEMENT

That there should be a strong program of vocational guidance, counseling, job placement, and follow-up services available to assist students in planning for their careers and enrolling in appropriate sequences of such offerings and experiences as are available for them.

That vocational education teachers and counselors should be actively involved in the job placement process.

That information on former vocational education students available for employment should be provided to the business/industrial service community. These placement efforts for vocational education students should begin prior to student exit from the program. Follow-up assistance should be provided to students for at least one year after school exit.

While most of the secondary vocational education programs have constantly provided elements of the employability skills identified in this guide, the recognition is that a much broader population needs this knowledge prior to leaving their formal secondary schooling. It is perceived that this guide will be used both within and without the vocational education program areas.

Those who have worked diligently in the production and review of this guide are to be commended. Mrs. Juanita Taylor, Chief Consultant, Vocational Development Unit, is to be especially commended for her leadership.

It is hoped that because of this resource, many current and future citizens of North Carolina will experience a smoother transition from the public schools to the world of work.

Clifton B. Belcher

Clifton B. Belcher
Director
Division of Vocational Education

USING THE CURRICULUM

The curriculum material was developed to be used as a resource guide in planning and teaching the Competency-Based Employability Skills course at the middle through senior high school level. The guide is developed to implement units of instruction for varying lengths of time. The guide should be used very discreetly by instructors for students who have had their needs assessed to identify appropriate competencies. A pre-test using the test items found in the Competency/Test Item Bank may be administered to students to determine their needed competencies. Units are planned to be offered as a separate course for units of credit, as units of instruction by counselors, as an addition or supplement to a discipline, or to be integrated within a discipline.

In order to follow the sequential implementation process of course offerings to students within each individual school, a user's guide (chart) has been prepared. A level has been suggested for units offered sequentially by grades.

The guide contains the following sections:

I. THE COMPETENCY LISTING

The competency listing includes the identified competencies to be developed by students who participate in the Competency-Based Employability Skills Program. In order to cross reference the competencies with those taught in the vocational program areas, a listing by program area is provided. Students who have been enrolled in these vocational courses that indicate identified competencies are taught should be administered pre-tests to determine their proficiency level. If the student's proficiency level does not meet prescribed minimum standards, it is recommended that the student work through activities for the competency until the minimum proficiency standard is met.

II. THE CONTENT OUTLINE

The content outline is arranged into five units with identified competencies, objectives, suggested learning experiences, and resources to use in developing and teaching the course within a suggested grade level.

Unit A Self-Awareness and Appraisal *Grades 7-9 Suggested

There are two identified competencies, ten objectives, suggested learning experiences, and a list of resources to use in teaching the unit.

Unit B Career Decision-Making *Grades 9-10 Suggested

There is one identified competency, ten objectives, suggested learning experiences, and a list of resources to use in teaching the unit.

Unit C Preparation for Employment *Grades 10-12 Suggested

Included in this unit are six competencies, forty-three objectives, suggested learning experiences, and a list of resources to use in teaching the unit.

Unit D Workers' Rights and Responsibilities *Grades 10-12 Suggested

This unit includes seven competencies, twenty objectives, suggested learning experiences, and a list of resources to use in teaching the unit.

Unit E Success in the Job Market *Grades 10-12 Suggested

There are five competencies, fourteen objectives, suggested learning experiences, and a list of resources to use in teaching the unit.

*NOTE: These grades are suggested when offered in a sequential course pattern. When a course pattern is not offered, the grade level should be disregarded. Competencies should then be taught as preassessed needs, including unique experiences and interests, indicate without regard to grade.

III. RESOURCES

Resources are listed as textbooks, curriculum guides, microcomputer software, and other miscellaneous materials. The list includes reference books and curriculum guides from other states. Resources used as part of the suggested learning content area are listed by alphabets A through KK. The alphabet plus page numbers are shown in the resource column of the content outline. Resources are not necessarily limited to those listed in this guide. Those resources listed are but a few of the ones that could be used wisely.

IV. APPENDIX

The appendix consists of activity sheets that can be used by students to reinforce specific objectives. These sheets are to be a part of the planned instructional program. Many of the activity sheets were developed for student use in the following states: Illinois, Kentucky, Maryland, and New York.

V. COMPETENCY TEST-ITEM BANK

The Competency Test-Item Bank consists of the competency listing, a table of specifications for course tests and a minimum of three test items for each objective. Test items were developed by vocational development coordinators who were members of the Curriculum Task Force. Keys for test items are, also, included.

Teachers may use the test items to construct their own pre- or post-tests or use them for developing unit tests to evaluate students' performance in the mastery of the competencies.

COMPETENCY LISTING

Competency-Based Employability Skills Record Sheet

(To Be Compiled by Counselor)

Counselor's Name ______________________

Name of Instructor	Position - Subject	Student Grade Level	No. of Students	Competencies Attempted by Numbers	Group Mastery by Percent	Date Began	Date Ended	Evaluation Comment

Competency-Based Employability Skills Record Sheet

(To Be Completed by Teacher)

Teacher's Name ______________________

Name of Student	Subject	Student Grade Level	Competencies Attempted by Number	Individual Mastery by Percent	Date Began	Date Ended	Evaluation Comment

Competency-Based Employability Skills Record Sheet

(To Be Completed by Teacher)

Teacher's Name ____________________

Name of Student	Subject	Student Grade Level	Competencies Attempted by Number	Individual Mastery by Percent	Date Began	Date Ended	Evaluation Comment

Competency-Based Employability Skills Record Sheet

(To Be Compiled by Counselor)

Counselor's Name ______________________

Name of Instructor	Position-Subject	Student Grade Level	No. of Students	Competencies Attempted by Numbers	Group Mastery by Percent	Date Began	Date Ended	Evaluation Comment

COMPETENCY STATEMENT	*	

A. Self-Awareness and Appraisal

001. Analyze the influence of personal interests and abilities on the choice of employment opportunities.

01. Analyze the effect individual interests have on career choice.
02. Identify the importance of determining personal strengths and weaknesses.
03. Analyze the influence personality traits have on career patterns.
04. Interpret the effects values have on work patterns.
05. Analyze the influence aptitudes have on varied careers.

002. Analyze the influence of individual development on behavior.

01. Discuss the influences that impact on self-concept.
02. Examine the effects of self-concept on behavior.
03. Examine factors that indicate a self-assured person.
04. Examine the effect self-concept has on job choice.
05. Discuss the influence self-concept has on job success.

B. Career Decision-Making

003. Demonstrate methods of career decision-making.

01. Identify factors that influence career decision-making.
02. Discuss the importance of establishing short and long term career goals.
03. Justify the need to formulate an educational/career plan.
04. Examine educational opportunities provided in postsecondary training.
05. Explore varied media for needed career information.
06. Engage in the problem solving process as it applies to career decision-making.
07. Investigate a variety of occupations.
08. Examine nontraditional job opportunities.
09. Research new and emerging careers and the factors that influence change.
10. Analyze the need to develop alternative career goals.

C. Preparation for Employment

004. Analyze types of forms, materials, certificates, and other credentials needed for employment.

01. Identify documents that may be needed to secure employment.
02. 1. Discuss the procedure for securing a work permit.
    2. Practice the procedure for securing a work permit.
03. 1. Examine the procedure for obtaining a social security card.
    2. Demonstrate the process for obtaining a social security card.
04. Discuss the process for obtaining a birth certificate.
05. Analyze the importance of having reliable transportation.
06. Examine the effect of having a driver's license.
07. Discuss the influence of education on job choice.
08. Examine the need for references during the job seeking process.

005. Analyze the function and content of resumes.

01. Analyze the purposes and uses of resumes.
02. Identify information that may appear on a resume
03. Compare resume formats for varied situations
04. 1. Describe the characteristics of a good resume.
    2. Practice methods of preparing resumes.
05. Interpret the influence of a prepared resume on the job seeking process.

*Refer to Cross References

COMPETENCY STATEMENT	*	
006. Investigate sources for possible employment opportunities.		
01. Examine sources from which one learns of job openings.		
02. Practice methods for using personal contacts as a source of job leads.		
03. Discuss letters of inquiry to companies as a part of the job search.		
04. Practice using the telephone in the job search process.		
05. 1. Analyze the walk-in approach during the job hunt.		
2. Practice using the walk-in approach.		
06. Utilize "Help Wanted" ads in a job search.		
07. Understand the functions and use of employment services.		
08. Analyze procedures for determining the job openings to pursue.		
007. Examine the need for and uses of a letter of application.		
01. Analyze the purposes for and intent of letters of application.		
02. Identify information which may appear in a letter of application.		
03. 1. Suggest characteristics of a well prepared letter of application.		
2. Practice methods of writing and mailing letters of application.		
008. Analyze varied job applications and their influence on employment.		
01. Examine the categories of information needed to complete an application.		
02. Demonstrate varieties of well completed applications.		
009. Analyze the functions and importance of the interview, its process, and components.		
01. Discuss the purpose of the interview.		
02. Analyze the types of interviews encountered during a job hunt.		
03. Analyze the stages of the interview process.		
04. Discuss the effect of conducting research about the company and/or industry before the interview.		
05. Predict some questions the applicart should direct to the employer while being interviewed.		
06. Examine the influence of personal appearance on the job interview process.		
07. Interpret the influence of body language upon the interview.		
08. Examine common problems which inhibit success of the interview.		
09. 1. Describe methods for achieving a good interview.		
2. Demonstrate methods for achieving a good interview.		
10. Examine follow-up procedures upon completion of the interview.		
11. Recognize the function and value of employment tests.		
D. Workers' Rights and Responsibilities		
010. Analyze types of forms that may be required in the employment process and their purposes.		
01. 1. Describe the need for and uses of paycheck deductions.		
2. Practice methods of completing a federal government W-4 form. (Employees Witholding Allowance Certificate)		
3. Practice methods of completing a state government form N.C. 4.		
02. Identify other types of forms that one may encounter in the job market.		
011. Identify and develop an appreciation for fringe benefits to the employee.		
01. Identify fringe benefits that may be offered to the employee.		
02. Differentiate between salary alone and salary plus the fringe benefit package.		
03. Show awareness of the value of an educational assistance program to employment and advancement.		
012. Analyze the use of and factors that may be included in a job description.		
01. Interpret the need for a job description.		
02. 1. Analyze the influence of the job description on the employee.		
2. Interpret, using a job description, the working conditions in which the employee will function.		

*Refer to Cross References

COMPETENCY STATEMENT	*	
013. Interpret the influence that policies, chain-of-command, and grievance procedures have on the employee.		
01. Describe policies companies may have and their influence on employees.		
02. 1. Suggest the meanings of chain-of-command.		
2. Show an awareness of how chain-of-command operates.		
03. Analyze varied forms of grievance policies and procedures and their effects on employers and employees.		
014. Analyze the influence of employee and employer rights.		
01. Examine content and intent of laws that pertain to employee-employer rights.		
02. Show an awareness of nondiscriminatory policies on employment.		
015. Compare the roles and effects of unions and professional organizations on employment.		
01. Describe the influence of unions on the employer and the employee.		
02. Discuss the role of professional and trade organizations.		
016. Examine the use of safety measures that may be followed by employers.		
01. Analyze the types and purpose of safety measures used by some employers.		
02. Examine the rights and responsibilities of workers where safety measures are suggested.		
E. Success in the Job Market		
017. Analyze occupational pre-employment skills and attitudes in terms of job success.		
01. 1. Analyze communication skills in terms of job success.		
2. Practice improving needed communication skills.		
02. Examine personal values and work ethics in terms of job success.		
018. Analyze the effects of employee/employer relationships.		
01. Examine authority images.		
02. Predict the expected behavior of a supervisor on the job.		
03. Describe the acceptable behavior of a worker on the job.		
019. Compare patterns of co-worker relationships.		
01. Suggest characteristics of good co-worker relationships.		
02. Analyze the effect of co-worker relationships in job success and satisfaction.		
020. Describe the use of performance appraisal in employee advancement, retention, and pay raises.		
01. Suggest criteria for performance appraisal.		
02. Analyze the influences performance appraisal may have on the worker.		
021. Analyze procedures when changing employment.		
01. Discuss reasons employees terminate employment.		
02. Demonstrate proper procedure when voluntarily terminating employment.		
03. Discuss reasons employees are terminated by employers.		
04. Examine procedures for "regrouping" after termination and for beginning a new job search.		

* Refer to Cross References

CROSS REFERENCES

Vocational Guidance

Competency Based Employability Skills

Agricultural Education

COMPETENCY STATEMENT	7000	7031	
A. Self-Awareness and Appraisal			
001. Analyze the influence of personal interests and abilities on the choice of employment opportunities.		X	
01. Analyze the effect individual interests have on career choice.			
02. Identify the importance of determining personal strengths and weaknesses.			
03. Analyze the influence personality traits have on career patterns.			
04. Interpret the effects values have on work patterns.			
05. Analyze the influence aptitudes have on varied careers.			
002. Analyze the influence of individual development on behavior.			
01. Discuss the influences that impact on self-concept.			
02. Examine the effects of self-concept on behavior.			
03. Examine factors that indicate a self-assured person.			
04. Examine the effect self-concept has on job choice.			
05. Discuss the influence self-concept has on job success.			
B. Career Decision-Making			
003. Demonstrate methods of career decision-making.			
01. Identify factors that influence career decision-making.			
02. Discuss the importance of establishing short and long term career goals.			
03. Justify the need to formulate an educational/career plan.			
04. Examine educational opportunities provided in postsecondary training.			
05. Explore varied media for needed career information.			
06. Engage in the problem solving process as it applies to career decision-making.			
07. Investigate a variety of occupations.			
08. Examine nontraditional job opportunities.			
09. Research new and emerging careers and the factors that influence change.			
10. Analyze the need to develop alternative career goals.			
C. Preparation for Employment			
004. Analyze types of forms, materials, certificates, and other credentials needed for employment.			
01. Identify documents that may be needed to secure employment.			
02. 1. Discuss the procedure for securing a work permit.			
2. Practice the procedure for securing a work permit.			
03. 1. Examine the procedure for obtaining a social security card.			
2. Demonstrate the process for obtaining a social security card.			
04. Discuss the process for obtaining a birth certificate.			
05. Analyze the importance of having reliable transportation.			
06. Examine the effect of having a driver's license.			
07. Discuss the influence of education on job choice.		X	
08. Examine the need for references during the job seeking process.			
005. Analyze the function and content of resumes.			
01. Analyze the purposes and uses of resumes.			
02. Identify information that may appear on a resume.			
03. Compare resume formats for varied situations.			
04. 1. Describe the characteristics of a good resume.			
2. Practice methods of preparing resumes.			
05. Interpret the influence of a prepared resume on the job seeking process.			

Vocational Guidance

Competency Based Employability Skills

Agricultural Education

COMPETENCY STATEMENT	7000	7031	
006. Investigate sources for possible employment opportunities.	X		
01. Examine sources from which one learns of job openings.			
02. Practice methods for using personal contacts as a source of job leads.		X	
03. Discuss letters of inquiry to companies as a part of the job search.			
04. Practice using the telephone in the job search process.			
05. 1. Analyze the walk-in approach during the job hunt.			
2. Practice using the walk-in approach.			
06. Utilize "Help Wanted" ads in a job search.			
07. Understand the functions and use of employment services.			
08. Analyze procedures for determining the job openings to pursue.			
007. Examine the need for and uses of a letter of application.			
01. Analyze the purposes for and intent of letters of application.			
02. Identify information which may appear in a letter of application.			
03. 1. Suggest characteristics of a well prepared letter of application.			
2. Practice methods of writing and mailing letters of application.			
008. Analyze varied job applications and their influence on employment.			
01. Examine the categories of information needed to complete an application.			
02. Demonstrate varieties of well completed applications.			
009. Analyze the functions and importance of the interview, its process, and components.			
01. Discuss the purpose of the interview.			
02. Analyze the types of interviews encountered during a job hunt.			
03. Analyze the stages of the interview process.			
04. Discuss the effect of conducting research about the company and/or industry before the interview.			
05. Predict some questions the applicant should direct to the employer while being interviewed.			
06. Examine the influence of personal appearance on the job interview process.			
07. Interpret the influence of body language upon the interview.			
08. Examine common problems which inhibit success of the interview.			
09. 1. Describe methods for achieving a good interview.			
2. Demonstrate methods for achieving a good interview.			
10. Examine follow-up procedures upon completion of the interview.			
11. Recognize the function and value of employment tests.			
D. Workers' Rights and Responsibilities			
010. Analyze types of forms that may be required in the employment process and their purposes.			
01. 1. Describe the need for and uses of paycheck deductions.			
2. Practice methods of completing a federal government W-4 form. (Employees Witholding Allowance Certificate)			
3. Practice methods of completing a state government form N.C. 4.			
02. Identify other types of forms that one may encounter in the job market.			
011. Identify and develop an appreciation for fringe benefits to the employee.			
01. Identify fringe benefits that may be offered to the employee.			
02. Differentiate between salary alone and salary plus the fringe benefit package.			
03. Show awareness of the value of an educational assistance program to employment and advancement.			
012. Analyze the use of and factors that may be included in a job description.	X		
01. Interpret the need for a job description.			
02. 1. Analyze the influence of the job description on the employee.		X	
2. Interpret, using a job description, the working conditions in which the employee will function.			

Vocational Guidance

Competency Based Employability Skills

COMPETENCY STATEMENT	Agricultural Education 7000	7031	
013. Interpret the influence that policies, chain-of-command, and grievance procedures have on the employee.			
01. Describe policies companies may have and their influence on employees.			
02. 1. Suggest the meanings of chain-of-command.			
2. Show an awareness of how chain-of-command operates.			
03. Analyze varied forms of grievance policies and procedures and their effects on employers and employees.			
014. Analyze the influence of employee and employer rights.			
01. Examine content and intent of laws that pertain to employee-employer rights.			
02. Show an awareness of nondiscriminatory policies on employment.			
015. Compare the roles and effects of unions and professional organizations on employment.			
01. Describe the influence of unions on the employer and the employee.			
02. Discuss the role of professional and trade organizations.			
016. Examine the use of safety measures that may be followed by employers.			
01. Analyze the types and purpose of safety measures used by some employers.			
02. Examine the rights and responsibilities of workers where safety measures are suggested.			
E. Success in the Job Market			
017. Analyze occupational pre-employment skills and attitudes in terms of job success.	X		
01. 1. Analyze communication skills in terms of job success.			
2. Practice improving needed communication skills.			
02. Examine personal values and work ethics in terms of job success.			
018. Analyze the effects of employee/employer relationships.			
01. Examine authority images.			
02. Predict the expected behavior of a supervisor on the job.			
03. Describe the acceptable behavior of a worker on the job.			
019. Compare patterns of co-worker relationships.			
01. Suggest characteristics of good co-worker relationships.			
02. Analyze the effect of co-worker relationships in job success and satisfaction.			
020. Describe the use of performance appraisal in employee advancement, retention, and pay raises.			
01. Suggest criteria for performance appraisal.			
02. Analyze the influences performance appraisal may have on the worker.			
021. Analyze procedures when changing employment.			
01. Discuss reasons employees terminate employment.			
02. Demonstrate proper procedure when voluntarily terminating employment.			
03. Discuss reasons employees are terminated by employers.			
04. Examine procedures for "regrouping" after termination and for beginning a new job search.			

Vocational Guidance

Competency Based Employability Skills

Business and Office Education

COMPETENCY STATEMENT	6008	6010	6111	6112	6222	6223	6311	6312	6342	6412	6612	6623	6723
A. Self-Awareness and Appraisal													
001. Analyze the influence of personal interests and abilities on the choice of employment opportunities.													
01. Analyze the effect individual interests have on career choice.	X	X			X						X		
02. Identify the importance of determining personal strengths and weaknesses.	X	X			X						X		
03. Analyze the influence personality traits have on career patterns.	X	X			X						X		
04. Interpret the effects values have on work patterns.	X	X			X						X		
05. Analyze the influence aptitudes have on varied careers.	X	X			X						X		
002. Analyze the influence of individual development on behavior.													
01. Discuss the influences that impact on self-concept.													
02. Examine the effects of self-concept on behavior.													
03. Examine factors that indicate a self-assured person.													
04. Examine the effect self-concept has on job choice.													
05. Discuss the influence self-concept has on job success.													
B. Career Decision-Making													
003. Demonstrate methods of career decision-making.													
01. Identify factors that influence career decision-making.													
02. Discuss the importance of establishing short and long term career goals.													
03. Justify the need to formulate an educational/career plan.													
04. Examine educational opportunities provided in postsecondary training.													
05. Explore varied media for needed career information.													
06. Engage in the problem solving process as it applies to career decision-making.													
07. Investigate a variety of occupations.													
08. Examine nontraditional job opportunities.													
09. Research new and emerging careers and the factors that influence change.													
10. Analyze the need to develop alternative career goals.													
C. Preparation for Employment													
004. Analyze types of forms, materials, certificates, and other credentials needed for employment.													
01. Identify documents that may be needed to secure employment.		X		X							X		
02. 1. Discuss the procedure for securing a work permit.		X		X							X		
2. Practice the procedure for securing a work permit.		X		X							X		
03. 1. Examine the procedure for obtaining a social security card.		X		X							X		
2. Demonstrate the process for obtaining a social security card.		X		X							X		
04. Discuss the process for obtaining a birth certificate.													
05. Analyze the importance of having reliable transportation.													
06. Examine the effect of having a driver's license.													
07. Discuss the influence of education on job choice.		X		X							X		
08. Examine the need for references during the job seeking process.		X		X							X		
005. Analyze the function and content of resumes.													
01. Analyze the purposes and uses of resumes.			X	X		X				X	X		
02. Identify information that may appear on a resume.			X	X		X				X	X		
03. Compare resume formats for varied situations.			X	X		X				X	X		
04. 1. Describe the characteristics of a good resume.			X	X		X				X	X		
2. Practice methods of preparing resumes.			X	X		X				X	X		
05. Interpret the influence of a prepared resume on the job seeking process.			X	X		X				X	X		

Vocational Guidance

Competency Based Employability Skills

COMPETENCY STATEMENT	Business and Office Education												
	6008	6010	6111	6112	6222	6223	6311	6312	6342	6412	6612	6623	6723
006. Investigate sources for possible employment opportunities.													
01. Examine sources from which one learns of job openings.		X							X		X	X	
02. Practice methods for using personal contacts as a source of job leads.		X							X		X	X	
03. Discuss letters of inquiry to companies as a part of the job search.		X							X		X	X	
04. Practice using the telephone in the job search process.		X							X		X	X	
05. 1. Analyze the walk-in approach during the job hunt.		X							X		X	X	
2. Practice using the walk-in approach.		X							X		X	X	
06. Utilize "Help Wanted" ads in a job search.		X							X		X	X	
07. Understand the functions and use of employment services.		X							X		X	X	
08. Analyze procedures for determining the job openings to pursue.		X							X		X	X	
007. Examine the need for and uses of a letter of application.													
01. Analyze the purposes for and intent of letters of application.					X		X	X			X	X	
02. Identify information which may appear in a letter of application.					X		X	X			X	X	
03. 1. Suggest characteristics of a well prepared letter of application.					X		X	X			X	X	
2. Practice methods of writing and mailing letters of application.					X		X	X			X	X	
008. Analyze varied job applications and their influence on employment.													
01. Examine the categories of information needed to complete an application.					X	X					X	X	X
02. Demonstrate varieties of well completed applications.					X	X					X	X	X
009. Analyze the functions and importance of the interview, its process, and components.													
01. Discuss the purpose of the interview.					X	X					X	X	X
02. Analyze the types of interviews encountered during a job hunt.					X	X					X	X	X
03. Analyze the stages of the interview process.					X	X					X	X	X
04. Discuss the effect of conducting research about the company and/or industry before the interview.					X	X					X	X	X
05. Predict some questions the applicant should direct to the employer while being interviewed.					X	X					X	X	X
06. Examine the influence of personal appearance on the job interview process.					X	X					X	X	X
07. Interpret the influence of body language upon the interview.					X	X					X	X	X
08. Examine common problems which inhibit success of the interview.					X	X					X	X	X
09. 1. Describe methods for achieving a good interview.					X	X					X	X	X
2. Demonstrate methods for achieving a good interview.					X	X					X	X	X
10. Examine follow-up procedures upon completion of the interview.					X	X					X	X	X
11. Recognize the function and value of employment tests.					X	X					X	X	X
D. Workers' Rights and Responsibilities													
010. Analyze types of forms that may be required in the employment process and their purposes.													
01. 1. Describe the need for and uses of paycheck deductions.					X	X					X	X	
2. Practice methods of completing a federal government W-4 form. (Employees' Witholding Allowance Certificate)					X	X					X	X	
3. Practice methods of completing a state government form N.C. 4.					X	X					X	X	
02. Identify other types of forms that one may encounter in the job market.					X	X					X	X	
011. Identify and develop an appreciation for fringe benefits to the employee.													
01. Identify fringe benefits that may be offered to the employee.													
02. Differentiate between salary alone and salary plus the fringe benefit package.													
03. Show awareness of the value of an educational assistance program to employment and advancement.													
012. Analyze the use of and factors that may be included in a job description.													
01. Interpret the need for a job description.						X				X		X	X
02. 1. Analyze the influence of the job description on the employee.						X				X		X	X
2. Interpret, using a job description, the working conditions in which the employee will function.						X				X		X	X

Vocational Guidance

Competency Based Employability Skills

Business and Office Education

COMPETENCY STATEMENT	6008	6010	6111	6112	6222	6223	6311	6312	6342	6412	6612	6623	6723
013. Interpret the influence that policies, chain-of-command, and grievance procedures have on the employee.													
01. Describe policies companies may have and their influence on employees.													
02. 1. Suggest the meanings of chain-of-command.													
2. Show an awareness of how chain-of-command operates.													
03. Analyze varied forms of grievance policies and procedures and their effects on employers and employees.													
014. Analyze the influence of employee and employer rights.													
01. Examine content and intent of laws that pertain to employee-employer rights.													
02. Show an awareness of nondiscriminatory policies on employment.													
015. Compare the roles and effects of unions and professional organizations on employment.													
01. Describe the influence of unions on the employer and the employee.													
02. Discuss the role of professional and trade organizations.													
016. Examine the use of safety measures that may be followed by employers.													
01. Analyze the types and purpose of safety measures used by some employers.													
02. Examine the rights and responsibilities of workers where safety measures are suggested.													
E. Success in the Job Market													
017. Analyze occupational pre-employment skills and attitudes in terms of job success.													
01. 1. Analyze communication skills in terms of job success.									X		^	^	^
2. Practice improving needed communication skills.									X		X	X	X
02. Examine personal values and work ethics in terms of job success.									X		X	X	X
018. Analyze the effects of employee/employer relationships.													
01. Examine authority images.													
02. Predict the expected behavior of a supervisor on the job.													
03. Describe the acceptable behavior of a worker on the job.													
019. Compare patterns of co-worker relationships.													
01. Suggest characteristics of good co-worker relationships.													
02. Analyze the effect of co-worker relationships in job success and satisfaction.													
020. Describe the use of performance appraisal in employee advancement, retention, and pay raises.													
01. Suggest criteria for performance appraisal.													
02. Analyze the influences performance appraisal may have on the worker.													
021. Analyze procedures when changing employment.													
01. Discuss reasons employees terminate employment.													
02. Demonstrate proper procedure when voluntarily terminating employment.													
03. Discuss reasons employees are terminated by employers.													
04. Examine procedures for "regrouping" after termination and for beginning a new job search.													

Vocational Guidance

Competency Based Employability Skills

Health Occupations Education

COMPETENCY STATEMENT	7930	7931	7932	
A. Self-Awareness and Appraisal				
001. Analyze the influence of personal interests and abilities on the choice of employment opportunities.				
01. Analyze the effect individual interests have on career choice.	X	X	X	
02. Identify the importance of determining personal strengths and weaknesses.	X	X	X	
03. Analyze the influence personality traits have on career patterns.	X	X	X	
04. Interpret the effects values have on work patterns.	X	X	X	
05. Analyze the influence aptitudes have on varied careers.	X	X	X	
002. Analyze the influence of individual development on behavior.				
01. Discuss the influences that impact on self-concept.	X	X	X	
02. Examine the effects of self-concept on behavior.	X	X	X	
03. Examine factors that indicate a self-assured person.	X	X	X	
04. Examine the effect self-concept has on job choice.	X	X	X	
05. Discuss the influence self-concept has on job success.	X	X	X	
B. Career Decision-Making				
003. Demonstrate methods of career decision-making.				
01. Identify factors that influence career decision-making.	X	X	X	
02. Discuss the importance of establishing short and long term career goals.	X	X	X	
03. Justify the need to formulate an educational/career plan.	X	X	X	
04. Examine educational opportunities provided in postsecondary training.	X	X	X	
05. Explore varied media for needed career information.	X	X	X	
06. Engage in the problem solving process as it applies to career decision-making.	X	X	X	
07. Investigate a variety of occupations.				
08. Examine nontraditional job opportunities.				
09. Research new and emerging careers and the factors that influence change.				
10. Analyze the need to develop alternative career goals.	X	X	X	
C. Preparation for Employment				
004. Analyze types of forms, materials, certificates, and other credentials needed for employment.				
01. Identify documents that may be needed to secure employment.	X	X	X	
02. 1. Discuss the procedure for securing a work permit.			X	
2. Practice the procedure for securing a work permit.			X	
03. 1. Examine the procedure for obtaining a social security card.	X		X	
2. Demonstrate the process for obtaining a social security card.	X		X	
04. Discuss the process for obtaining a birth certificate.			X	
05. Analyze the importance of having reliable transportation.			X	
06. Examine the effect of having a driver's license.			X	
07. Discuss the influence of education on job choice.	X	X	X	
08. Examine the need for references during the job seeking process.	X	X	X	
005. Analyze the function and content of resumes.				
01. Analyze the purposes and uses of resumes.	X		X	
02. Identify information that may appear on a resume.	X		X	
03. Compare resume formats for varied situations.	X		X	
04. 1. Describe the characteristics of a good resume.	X		X	
2. Practice methods of preparing resumes.	X		X	
05. Interpret the influence of a prepared resume on the job seeking process.	X		X	

Vocational Guidance

Competency Based Employability Skills

Health Occupations Education

COMPETENCY STATEMENT	7930	7931	7932	
006. Investigate sources for possible employment opportunities.				
01. Examine sources from which one learns of job openings.	X	X	X	
02. Practice methods for using personal contacts as a source of job leads.	X		X	
03. Discuss letters of inquiry to companies as a part of the job search.	X		X	
04. Practice using the telephone in the job search process.			X	
05. 1. Analyze the walk-in approach during the job hunt.				
2. Practice using the walk-in approach.				
06. Utilize "Help Wanted" ads in a job search.	X	X	X	
07. Understand the functions and use of employment services.			X	
08. Analyze procedures for determining the job openings to pursue.			X	
007. Examine the need for and uses of a letter of application.				
01. Analyze the purposes for and intent of letters of application.			X	
02. Identify information which may appear in a letter of application.			X	
03. 1. Suggest characteristics of a well prepared letter of application.			X	
2. Practice methods of writing and mailing letters of application.			X	
008. Analyze varied job applications and their influence on employment.				
01. Examine the categories of information needed to complete an application.			X	
02. Demonstrate varieties of well completed applications.			X	
009. Analyze the functions and importance of the interview, its process, and components.				
01. Discuss the purpose of the interview.			X	
02. Analyze the types of interviews encountered during a job hunt.			X	
03. Analyze the stages of the interview process.			X	
04. Discuss the effect of conducting research about the company and/or industry before the interview.			X	
05. Predict some questions the applicant should direct to the employer while being interviewed.			X	
06. Examine the influence of personal appearance on the job interview process.			X	
07. Interpret the influence of body language upon the interview.			X	
08. Examine common problems which inhibit success of the interview.			X	
09. 1. Describe methods for achieving a good interview.			X	
2. Demonstrate methods for achieving a good interview.			X	
10. Examine follow-up procedures upon completion of the interview.			X	
11. Recognize the function and value of employment tests.			X	
D. Workers' Rights and Responsibilities				
010. Analyze types of forms that may be required in the employment process and their purposes.				
01. 1. Describe the need for and uses of paycheck deductions.			X	
2. Practice methods of completing a federal government W-4 form. (Employees' Witholding Allowance Certificate)			X	
3. Practice methods of completing a state government form N.C. 4.			X	
02. Identify other types of forms that one may encounter in the job market.			X	
011. Identify and develop an appreciation for fringe benefits to the employee.				
01. Identify fringe benefits that may be offered to the employee.	X	X	X	
02. Differentiate between salary alone and salary plus the fringe benefit package.			X	
03. Show awareness of the value of an educational assistance program to employment and advancement.	X	X	X	
012. Analyze the use of and factors that may be included in a job description.				
01. Interpret the need for a job description.	X	X	X	
02. 1. Analyze the influence of the job description on the employee.	X	X	X	
2. Interpret, using a job description, the working conditions in which the employee will function.	X	X	X	

Vocational Guidance

Competency Based Employability Skills

Health Occupations Education

COMPETENCY STATEMENT	7930	7931	7932	
013. Interpret the influence that policies, chain-of-command, and grievance procedures have on the employee.				
01. Describe policies companies may have and their influence on employees.		X	X	
02. 1. Suggest the meanings of chain-of-command.	X	X	X	
2. Show an awareness of how chain-of-command operates.	X	X	X	
03. Analyze varied forms of grievance policies and procedures and their effects on employers and employees.			X	
014. Analyze the influence of employee and employer rights.				
01. Examine content and intent of laws that pertain to employee-employer rights.	X	X	X	
02. Show an awareness of nondiscriminatory policies on employment.	X	X	X	
015. Compare the roles and effects of unions and professional organizations on employment.				
01. Describe the influence of unions on the employer and the employee.			X	
02. Discuss the role of professional and trade organizations.	X	X	X	
016. Examine the use of safety measures that may be followed by employers.				
01. Analyze the types and purpose of safety measures used by some employers.	X	X	X	
02. Examine the rights and responsibilities of workers where safety measures are suggested.	X	X	X	
E. Success in the Job Market				
017. Analyze occupational pre-employment skills and attitudes in terms of job success.				
01. 1. Analyze communication skills in terms of job success.	X	X	X	
2. Practice improving needed communication skills.		X	X	
02. Examine personal values and work ethics in terms of job success.		X	X	
018. Analyze the effects of employee/employer relationships.				
01. Examine authority images.		X	X	
02. Predict the expected behavior of a supervisor on the job.		X	X	
03. Describe the acceptable behavior of a worker on the job.		X	X	
019. Compare patterns of co-worker relationships.				
01. Suggest characteristics of good co-worker relationships.	X	X	X	
02. Analyze the effect of co-worker relationships in job success and satisfaction.	X	X	X	
020. Describe the use of performance appraisal in employee advancement, retention, and pay raises.				
01. Suggest criteria for performance appraisal.			X	
02. Analyze the influences performance appraisal may have on the worker.			X	
021. Analyze procedures when changing employment.				
01. Discuss reasons employees terminate employment.			X	
02. Demonstrate proper procedure when voluntarily terminating employment.			X	
03. Discuss reasons employees are terminated by employers.			X	
04. Examine procedures for "regrouping" after termination and for beginning a new job search.			X	

Vocational Guidance

Competency Based Employability Skills

Home Economics Education

COMPETENCY STATEMENT	(1) Exp.	(2) Intr.	(3) Adv.	(4) Occ.
A. Self-Awareness and Appraisal				
001. Analyze the influence of personal interests and abilities on the choice of employment opportunities.	X	X	X	X
01. Analyze the effect individual interests have on career choice.	x	x	x	x
02. Identify the importance of determining personal strengths and weaknesses.	x	x	x	x
03. Analyze the influence personality traits have on career patterns.	x	x	x	x
04. Interpret the effects values have on work patterns.			x	x
05. Analyze the influence aptitudes have on varied careers.			x	x
002. Analyze the influence of individual development on behavior.	X	X	X	X
01. Discuss the influences that impact on self-concept.	x	x	x	x
02. Examine the effects of self-concept on behavior.	x	x	x	x
03. Examine factors that indicate a self-assured person.	x	x	x	x
04. Examine the effect self-concept has on job choice.				x
05. Discuss the influence self-concept has on job success.				x
B. Career Decision-Making				
003. Demonstrate methods of career decision-making.	X	X	X	X
01. Identify factors that influence career decision-making.	x	x	x	x
02. Discuss the importance of establishing short and long term career goals.	x	x	x	x
03. Justify the need to formulate an educational/career plan.	x	x	x	x
04. Examine educational opportunities provided in postsecondary training.		x	x	x
05. Explore varied media for needed career information.				x
06. Engage in the problem solving process as it applies to career decision-making.			x	x
07. Investigate a variety of occupations.				
08. Examine nontraditional job opportunities.				
09. Research new and emerging careers and the factors that influence change.				
10. Analyze the need to develop alternative career goals.			x	x
C. Preparation for Employment				
004. Analyze types of forms, materials, certificates, and other credentials needed for employment.		X	X	X
01. Identify documents that may be needed to secure employment.			x	x
02. 1. Discuss the procedure for securing a work permit.			x	x
2. Practice the procedure for securing a work permit.				x
03. 1. Examine the procedure for obtaining a social security card.			x	x
2. Demonstrate the process for obtaining a social security card.				x
04. Discuss the process for obtaining a birth certificate.			x	x
05. Analyze the importance of having reliable transportation.			x	x
06. Examine the effect of having a driver's license.				
07. Discuss the influence of education on job choice.		x	x	x
08. Examine the need for references during the job seeking process.				x
005. Analyze the function and content of resumes.		X	X	X
01. Analyze the purposes and uses of resumes.		x	x	x
02. Identify information that may appear on a resume.		x	x	x
03. Compare resume formats for varied situations.				x
04. 1. Describe the characteristics of a good resume.			x	x
2. Practice methods of preparing resumes.			x	x
05. Interpret the influence of a prepared resume on the job seeking process.				

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1. Exploratory Home Economics courses: #7107, 7108
2. Introductory Home Economics courses: #7111, 7171, and 7115
3. Advanced Home Economics courses: #7122, 7132, 7142, 7152, 7162, and 7172
4. Occupational Home Economics courses: #7133, 7143, 7153, 7163, 7123/7125

COMPETENCY STATEMENT	(1) Exp.	(2) Intr.	(3) Adv.	(4) Occ.
006. Investigate sources for possible employment opportunities.	X	X	X	X
01. Examine sources from which one learns of job openings.	x	x	x	x
02. Practice methods for using personal contacts as a source of job leads.			x	x
03. Discuss letters of inquiry to companies as a part of the job search.			x	x
04. Practice using the telephone in the job search process.				x
05. 1. Analyze the walk-in approach during the job hunt.				x
2. Practice using the walk-in approach.				x
06. Utilize "Help Wanted" ads in a job search.				x
07. Understand the functions and use of employment services.			x	x
08. Analyze procedures for determining the job openings to pursue.				x
007. Examine the need for and uses of a letter of application.		X	X	X
01. Analyze the purposes for and intent of letters of application.		x	x	x
02. Identify information which may appear in a letter of application.			x	x
03. 1. Suggest characteristics of a well prepared letter of application.				x
2. Practice methods of writing and mailing letters of application.				x
008. Analyze varied job applications and their influence on employment.			X	X
01. Examine the categories of information needed to complete an application.			x	x
02. Demonstrate varieties of well completed applications.			x	x
009. Analyze the functions and importance of the interview, its process, and components.		X	X	X
01. Discuss the purpose of the interview.		x	x	x
02. Analyze the types of interviews encountered during a job hunt.				x
03. Analyze the stages of the interview process.				x
04. Discuss the effect of conducting research about the company and/or industry before the interview.				x
05. Predict some questions the applicant should direct to the employer while being interviewed.			x	x
06. Examine the influence of personal appearance on the job interview process.			x	x
07. Interpret the influence of body language upon the interview.			x	x
08. Examine common problems which inhibit success of the interview.			x	x
09. 1. Describe methods for achieving a good interview.			x	x
2. Demonstrate methods for achieving a good interview.			x	x
10. Examine follow-up procedures upon completion of the interview.				x
11. Recognize the function and value of employment tests.				x
D. Workers' Rights and Responsibilities				
010. Analyze types of forms that may be required in the employment process and their purposes.			X	X
01. 1. Describe the need for and uses of paycheck deductions.				x
2. Practice methods of completing a federal government W-4 form. (Employees' Witholding Allowance Certificate)				x
3. Practice methods of completing a state government form N.C. 4.				x
02. Identify other types of forms that one may encounter in the job market.			x	x
011. Identify and develop an appreciation for fringe benefits to the employee.	X	X	X	X
01. Identify fringe benefits that may be offered to the employee.	x	x	x	x
02. Differentiate between salary alone and salary plus the fringe benefit package.	x	x	x	x
03. Show awareness of the value of an educational assistance program to employment and advancement.				x
012. Analyze the use of and factors that may be included in a job description.				X
01. Interpret the need for a job description.				x
02. 1. Analyze the influence of the job description on the employee.				x
2. Interpret, using a job description, the working conditions in which the employee will function.				x

	Home Economics Education			
COMPETENCY STATEMENT	(1) Exp.	(2) Intr.	(3) Adv.	(4) Occ.
013. Interpret the influence that policies, chain-of-command, and grievance procedures have on the employee.				X
01. Describe policies companies may have and their influence on employees.				x
02. 1. Suggest the meanings of chain-of-command.				x
2. Show an awareness of how chain-of-command operates.				x
03. Analyze varied forms of grievance policies and procedures and their effects on employers and employees.				x
014. Analyze the influence of employee and employer rights.	X	X	X	X
01. Examine content and intent of laws that pertain to employee-employer rights.	x	x	x	x
02. Show an awareness of nondiscriminatory policies on employment.	x	x	x	x
015. Compare the roles and effects of unions and professional organizations on employment.			X	X
01. Describe the influence of unions on the employer and the employee.			x	x
02. Discuss the role of professional and trade organizations.			x	x
016. Examine the use of safety measures that may be followed by employers.			X	X
01. Analyze the types and purpose of safety measures used by some employers.			x	x
02. Examine the rights and responsibilities of workers where safety measures are suggested.			x	x
E. Success in the Job Market				
017. Analyze occupational pre-employment skills and attitudes in terms of job success.	X	X	X	X
01. 1. Analyze communication skills in terms of job success.	x	x	x	x
2. Practice improving needed communication skills.	x	x	x	x
02. Examine personal values and work ethics in terms of job success.	x	x	x	x
018. Analyze the effects of employee/employer relationships.	X	X	X	X
01. Examine authority images.	x	x	x	x
02. Predict the expected behavior of a supervisor on the job.			x	x
03. Describe the acceptable behavior of a worker on the job.	x	x	x	x
019. Compare patterns of co-worker relationships.	X	X	X	X
01. Suggest characteristics of good co-worker relationships.	x	x	x	x
02. Analyze the effect of co-worker relationships in job success and satisfaction.	x	x	x	x
020. Describe the use of performance appraisal in employee advancement, retention, and pay raises.				X
01. Suggest criteria for performance appraisal.				x
02. Analyze the influences performance appraisal may have on the worker.				x
021. Analyze procedures when changing employment.				X
01. Discuss reasons employees terminate employment.				x
02. Demonstrate proper procedure when voluntarily terminating employment.				x
03. Discuss reasons employees are terminated by employers.				x
04. Examine procedures for "regrouping" after termination and for beginning a new job search.				x

Vocational Guidance

Competency Based Employability Skills

Industrial Arts Education

COMPETENCY STATEMENT	*	Manufacturing & Construction Courses
A. Self-Awareness and Appraisal		
001. Analyze the influence of personal interests and abilities on the choice of employment opportunities.		
01. Analyze the effect individual interests have on career choice.	X	
02. Identify the importance of determining personal strengths and weaknesses.	X	
03. Analyze the influence personality traits have on career patterns.	X	
04. Interpret the effects values have on work patterns.	X	
05. Analyze the influence aptitudes have on varied careers.	X	
002. Analyze the influence of individual development on behavior.		
01. Discuss the influences that impact on self-concept.	X	
02. Examine the effects of self-concept on behavior.	X	
03. Examine factors that indicate a self-assured person.	X	
04. Examine the effect self-concept has on job choice.	X	
05. Discuss the influence self-concept has on job success.	X	
B. Career Decision-Making		
003. Demonstrate methods of career decision-making.		
01. Identify factors that influence career decision-making.	X	
02. Discuss the importance of establishing short and long term career goals.	X	
03. Justify the need to formulate an educational/career plan.	X	
04. Examine educational opportunities provided in postsecondary training.	X	
05. Explore varied media for needed career information.	X	
06. Engage in the problem solving process as it applies to career decision-making.	X	
07. Investigate a variety of occupations.		
08. Examine nontraditional job opportunities.		
09. Research new and emerging careers and the factors that influence change.		
10. Analyze the need to develop alternative career goals.	X	
C. Preparation for Employment		
004. Analyze types of forms, materials, certificates, and other credentials needed for employment.		
01. Identify documents that may be needed to secure employment.		X
02. 1. Discuss the procedure for securing a work permit.		X
2. Practice the procedure for securing a work permit.		X
03. 1. Examine the procedure for obtaining a social security card.		X
2. Demonstrate the process for obtaining a social security card.		X
04. Discuss the process for obtaining a birth certificate.		X
05. Analyze the importance of having reliable transportation.		X
06. Examine the effect of having a driver's license.		X
07. Discuss the influence of education on job choice.	X	
08. Examine the need for references during the job seeking process.	X	X
005. Analyze the function and content of resumes.		
01. Analyze the purposes and uses of resumes.		X
02. Identify information that may appear on a resume.		X
03. Compare resume formats for varied situations.		X
04. 1. Describe the characteristics of a good resume.		X
2. Practice methods of preparing resumes.		X
05. Interpret the influence of a prepared resume on the job seeking process.		X

* All Industrial Arts Courses

Vocational Guidance

Competency Based Employability Skills

COMPETENCY STATEMENT	*	Industrial Arts Education Manufacturing & Construction Courses
006. Investigate sources for possible employment opportunities.		
01. Examine sources from which one learns of job openings.		X
02. Practice methods for using personal contacts as a source of job leads.		X
03. Discuss letters of inquiry to companies as a part of the job search.		X
04. Practice using the telephone in the job search process.		X
05. 1. Analyze the walk-in approach during the job hunt.		X
2. Practice using the walk-in approach.		X
06. Utilize "Help Wanted" ads in a job search.		X
07. Understand the functions and use of employment services.		X
08. Analyze procedures for determining the job openings to pursue.	X	X
007. Examine the need for and uses of a letter of application.		
01. Analyze the purposes for and intent of letters of application.		X
02. Identify information which may appear in a letter of application.		X
03. 1. Suggest characteristics of a well prepared letter of application.		X
2. Practice methods of writing and mailing letters of application.		X
008. Analyze varied job applications and their influence on employment.		
01. Examine the categories of information needed to complete an application.		X
02. Demonstrate varieties of well completed applications.		X
009. Analyze the functions and importance of the interview, its process, and components.		
01. Discuss the purpose of the interview.		X
02. Analyze the types of interviews encountered during a job hunt.		X
03. Analyze the stages of the interview process.		X
04. Discuss the effect of conducting research about the company and/or industry before the interview.		X
05. Predict some questions the applicant should direct to the employer while being interviewed.		X
06. Examine the influence of personal appearance on the job interview process.		X
07. Interpret the influence of body language upon the interview.		X
08. Examine common problems which inhibit success of the interview.		X
09. 1. Describe methods for achieving a good interview.		X
2. Demonstrate methods for achieving a good interview.		X
10. Examine follow-up procedures upon completion of the interview.		X
11. Recognize the function and value of employment tests.		X
D. Workers' Rights and Responsibilities		
010. Analyze types of forms that may be required in the employment process and their purposes.		
01. 1. Describe the need for and uses of paycheck deductions.		
2. Practice methods of completing a federal government W-4 form. (Employees' Witholding Allowance Certificate)		
3. Practice methods of completing a state government form N.C. 4.		
02. Identify other types of forms that one may encounter in the job market.		
011. Identify and develop an appreciation for fringe benefits to the employee.		
01. Identify fringe benefits that may be offered to the employee.		X
02. Differentiate between salary alone and salary plus the fringe benefit package.		X
03. Show awareness of the value of an educational assistance program to employment and advancement.		X
012. Analyze the use of and factors that may be included in a job description.		
01. Interpret the need for a job description.		X
02. 1. Analyze the influence of the job description on the employee.		X
2. Interpret, using a job description, the working conditions in which the employee will function.		X

Vocational Guidance

Competency Based Employability Skills

	Industrial Arts Education	
COMPETENCY STATEMENT	*	Manufacturing & Construction Courses
013. Interpret the influence that policies, chain-of-command, and grievance procedures have on the employee.		
01. Describe policies companies may have and their influence on employees.		X
02. 1. Suggest the meanings of chain-of-command.		X
2. Show an awareness of how chain-of-command operates.		X
03. Analyze varied forms of grievance policies and procedures and their effects on employers and employees.		X
014. Analyze the influence of employee and employer rights.		
01. Examine content and intent of laws that pertain to employee-employer rights.		X
02. Show an awareness of nondiscriminatory policies on employment.		X
015. Compare the roles and effects of unions and professional organizations on employment.		
01. Describe the influence of unions on the employer and the employee.		
02. Discuss the role of professional and trade organizations.		
016. Examine the use of safety measures that may be followed by employers.		
01. Analyze the types and purpose of safety measures used by some employers.	X	X
02. Examine the rights and responsibilities of workers where safety measures are suggested.	X	X
E. Success in the Job Market		
017. Analyze occupational pre-employment skills and attitudes in terms of job success.		
01. 1. Analyze communication skills in terms of job success.	X	
2. Practice improving needed communication skills.	X	
02. Examine personal values and work ethics in terms of job success.	X	
018. Analyze the effects of employee/employer relationships.		
01. Examine authority images.	X	
02. Predict the expected behavior of a supervisor on the job.	X	
03. Describe the acceptable behavior of a worker on the job.	X	
019. Compare patterns of co-worker relationships.		
01. Suggest characteristics of good co-worker relationships.	X	
02. Analyze the effect of co-worker relationships in job success and satisfaction.	X	
020. Describe the use of performance appraisal in employee advancement, retention, and pay raises.		
01. Suggest criteria for performance appraisal.		
02. Analyze the influences performance appraisal may have on the worker.	X	
021. Analyze procedures when changing employment.		
01. Discuss reasons employees terminate employment.		
02. Demonstrate proper procedure when voluntarily terminating employment.		
03. Discuss reasons employees are terminated by employers.		
04. Examine procedures for "regrouping" after termination and for beginning a new job search.		

* All Industrial Arts Courses

Vocational Guidance

Competency Based Employability Skills

	Marketing & Distributive Education						
COMPETENCY STATEMENT	7200	7210	7220	7211	7281	7212	7282
A. Self-Awareness and Appraisal							
001. Analyze the influence of personal interests and abilities on the choice of employment opportunities.							
01. Analyze the effect individual interests have on career choice.	X	X	X	X	X	X	X
02. Identify the importance of determining personal strengths and weaknesses.	X	X	X	X	X	X	X
03. Analyze the influence personality traits have on career patterns.	X	X	X	X	X	X	X
04. Interpret the effects values have on work patterns.	X	X	X	X	X	X	X
05. Analyze the influence aptitudes have on varied careers.	X	X	X	X	X	X	X
002. Analyze the influence of individual development on behavior.							
01. Discuss the influences that impact on self-concept.	X	X	X	X	X		
02. Examine the effects of self-concept on behavior.	X	X	X	X	X		
03. Examine factors that indicate a self-assured person.	X	X	X	X	X		
04. Examine the effect self-concept has on job choice.	X	X	X	X	X	X	X
05. Discuss the influence self-concept has on job success.	X	X	X	X	X	X	X
B. Career Decision-Making							
003. Demonstrate methods of career decision-making.							
01. Identify factors that influence career decision-making.	X	X	X	X	X	X	X
02. Discuss the importance of establishing short and long term career goals.	X	X	X	X	X	X	X
03. Justify the need to formulate an educational/career plan.	X	X	X	X	X	X	X
04. Examine educational opportunities provided in postsecondary training.	X	X	X	X	X	X	X
05. Explore varied media for needed career information.	X	X	X	X	X		
06. Engage in the problem solving process as it applies to career decision-making.	X	X	X	X	X		
07. Investigate a variety of occupations.							
08. Examine nontraditional job opportunities.							
09. Research new and emerging careers and the factors that influence change.							
10. Analyze the need to develop alternative career goals.	X	X	X	X	X	X	X
C. Preparation for Employment							
004. Analyze types of forms, materials, certificates, and other credentials needed for employment.							
01. Identify documents that may be needed to secure employment.	X	X	X	X	X	X	X
02. 1. Discuss the procedure for securing a work permit.	X	X	X	X	X	X	X
2. Practice the procedure for securing a work permit.	X	X	X	X	X	X	X
03. 1. Examine the procedure for obtaining a social security card.	X	X	X	X	X	X	X
2. Demonstrate the process for obtaining a social security card.	X	X	X	X	X	X	X
04. Discuss the process for obtaining a birth certificate.	X	X	X	X	X	X	X
05. Analyze the importance of having reliable transportation.	X	X	X	X	X	X	X
06. Examine the effect of having a driver's license.	X	X	X	X	X	X	X
07. Discuss the influence of education on job choice.	X	X	X	X	X	X	X
08. Examine the need for references during the job seeking process.	X	X	X	X	X	X	X
005. Analyze the function and content of resumes.							
01. Analyze the purposes and uses of resumes.	X	X	X	X	X	X	X
02. Identify information that may appear on a resume.	X	X	X	X	X	X	X
03. Compare resume formats for varied situations.	X	X	X	X	X	X	X
04. 1. Describe the characteristics of a good resume.	X	X	X	X	X	X	X
2. Practice methods of preparing resumes.	X	X	X	X	X	X	X
05. Interpret the influence of a prepared resume on the job seeking process.	X	X	X	X	X	X	X

Marketing & Distributive Education

COMPETENCY STATEMENT	7200	7210	7220	7211	7282	7212	7282
006. Investigate sources for possible employment opportunities.							
01. Examine sources from which one learns of job openings.	X	X	X	X	X	X	X
02. Practice methods for using personal contacts as a source of job leads.	X	X	X	X	X	X	X
03. Discuss letters of inquiry to companies as a part of the job search.	X	X	X	X	X	X	X
04. Practice using the telephone in the job search process.	X	X	X	X	X	X	X
05. 1. Analyze the walk-in approach during the job hunt.	X	X	X	X	X	X	X
2. Practice using the walk-in approach.	X	X	X	X	X	X	X
06. Utilize "Help Wanted" ads in a job search.	X	X	X	X	X	X	X
07. Understand the functions and use of employment services.	X	X	X	X	X	X	X
08. Analyze procedures for determining the job openings to pursue.	X	X	X	X	X	X	X
007. Examine the need for and uses of a letter of application.							
01. Analyze the purposes for and intent of letters of application.	X	X	X	X	X	X	X
02. Identify information which may appear in a letter of application.	X	X	X	X	X	X	X
03. 1. Suggest characteristics of a well prepared letter of application.	X	X	X	X	X	X	X
2. Practice methods of writing and mailing letters of application.	X	X	X	X	X	X	X
008. Analyze varied job applications and their influence on employment.							
01. Examine the categories of information needed to complete an application.	X	X	X	X	X	X	X
02. Demonstrate varieties of well completed applications.	X	X	X	X	X		
009. Analyze the functions and importance of the interview, its process, and components.							
01. Discuss the purpose of the interview.	X	X	X	X	X	X	X
02. Analyze the types of interviews encountered during a job hunt.	X	X	X	X	X	X	X
03. Analyze the stages of the interview process.	X	X	X	X	X	X	X
04. Discuss the effect of conducting research about the company and/or industry before the interview.	X	X	X	X	X	X	X
05. Predict some questions the applicant should direct to the employer while being interviewed.	X	X	X	X	X	X	X
06. Examine the influence of personal appearance on the job interview process.	X	X	X	X	X	X	X
07. Interpret the influence of body language upon the interview.	X	X	X	X	X	X	X
08. Examine common problems which inhibit success of the interview.	X	X	X	X	X	X	X
09. 1. Describe methods for achieving a good interview.	X	X	X	X	X	X	X
2. Demonstrate methods for achieving a good interview.	X	X	X	X	X	X	X
10. Examine follow-up procedures upon completion of the interview.	X	X	X	X	X	X	X
11. Recognize the function and value of employment tests.	X	X	X	X	X	X	X
D. Workers' Rights and Responsibilities							
010. Analyze types of forms that may be required in the employment process and their purposes.							
01. 1. Describe the need for and uses of paycheck deductions.	X	X	X	X	X	X	X
2. Practice methods of completing a federal government W-4 form. (Employees' Witholding Allowance Certificate)	X	X	X	X	X		
3. Practice methods of completing a state government form N.C. 4.	X	X	X	X	X		
02. Identify other types of forms that one may encounter in the job market.	X	X	X	X	X	X	X
011. Identify and develop an appreciation for fringe benefits to the employee.							
01. Identify fringe benefits that may be offered to the employee.	X	X	X	X	X	X	X
02. Differentiate between salary alone and salary plus the fringe benefit package.	X	X	X	X	X	X	X
03. Show awareness of the value of an educational assistance program to employment and advancement.	X	X	X	X	X	X	X
012. Analyze the use of and factors that may be included in a job description.							
01. Interpret the need for a job description.	X	X	X	X	X	X	X
02. 1. Analyze the influence of the job description on the employee.	X	X	X	X	X	X	X
2. Interpret, using a job description, the working conditions in which the employee will function.	X	X	X	X	X	X	X

Vocational Guidance

Competency Based Employability Skills

Marketing & Distributive Education

COMPETENCY STATEMENT	7200	7210	7220	7211	7281	7212	7282
013. Interpret the influence that policies, chain-of-command, and grievance procedures have on the employee.							
01. Describe policies companies may have and their influence on employees.	X	X	X	X	X	X	X
02. 1. Suggest the meanings of chain-of-command.	X	X	X	X	X	X	X
2. Show an awareness of how chain-of-command operates.	X	X	X	X	X	X	X
03. Analyze varied forms of grievance policies and procedures and their effects on employers and employees.	X	X	X	X	X	X	X
014. Analyze the influence of employee and employer rights.							
01. Examine content and intent of laws that pertain to employee-employer rights.	X	X	X			X	X
02. Show an awareness of nondiscriminatory policies on employment.	X	X	X			X	X
015. Compare the roles and effects of unions and professional organizations on employment.							
01. Describe the influence of unions on the employer and the employee.	X	X	X			X	X
02. Discuss the role of professional and trade organizations.	X	X	X	X	X	X	X
016. Examine the use of safety measures that may be followed by employers.							
01. Analyze the types and purpose of safety measures used by some employers.	X	X	X	X	X	X	X
02. Examine the rights and responsibilities of workers where safety measures are suggested.	X	X	X	X	X	X	X
E. Success in the Job Market							
017. Analyze occupational pre-employment skills and attitudes in terms of job success.							
01. 1. Analyze communication skills in terms of job success.	X	X	X	X	X	X	X
2. Practice improving needed communication skills.	X	X	X	X	X	X	X
02. Examine personal values and work ethics in terms of job success.	X	X	X	X	X	X	X
018. Analyze the effects of employee/employer relationships.							
01. Examine authority images.	X	X	X	X	X	X	X
02. Predict the expected behavior of a supervisor on the job.	X	X	X	X	X	X	X
03. Describe the acceptable behavior of a worker on the job.	X	X	X	X	X	X	X
019. Compare patterns of co-worker relationships.							
01. Suggest characteristics of good co-worker relationships.	X	X	X	X	X	X	X
02. Analyze the effect of co-worker relationships in job success and satisfaction.	X	X	X	X	X	X	X
020. Describe the use of performance appraisal in employee advancement, retention, and pay raises.							
01. Suggest criteria for performance appraisal.	X	X	X	X	X	X	X
02. Analyze the influences performance appraisal may have on the worker.	X	X	X	X	X	X	X
021. Analyze procedures when changing employment.							
01. Discuss reasons employees terminate employment.	X	X	X	X	X	X	X
02. Demonstrate proper procedure when voluntarily terminating employment.	X	X	X	X	X	X	X
03. Discuss reasons employees are terminated by employers.	X	X	X	X	X	X	X
04. Examine procedures for "regrouping" after termination and for beginning a new job search.	X	X	X	X	X		

Vocational Guidance

Competency Based Employability Skills

Trade & Industrial Education

COMPETENCY STATEMENT	7302	7471	7531	7601	7641	7871	*
A. Self-Awareness and Appraisal							
001. Analyze the influence of personal interests and abilities on the choice of employment opportunities.	X						
01. Analyze the effect individual interests have on career choice.							
02. Identify the importance of determining personal strengths and weaknesses.							
03. Analyze the influence personality traits have on career patterns.							
04. Interpret the effects values have on work patterns.							
05. Analyze the influence aptitudes have on varied careers.							
002. Analyze the influence of individual development on behavior.	X						
01. Discuss the influences that impact on self-concept.							
02. Examine the effects of self-concept on behavior.							
03. Examine factors that indicate a self-assured person.							
04. Examine the effect self-concept has on job choice.							
05. Discuss the influence self-concept has on job success.							
B. Career Decision-Making							
003. Demonstrate methods of career decision-making.					X		
01. Identify factors that influence career decision-making.							
02. Discuss the importance of establishing short and long term career goals.							
03. Justify the need to formulate an educational/career plan.							
04. Examine educational opportunities provided in postsecondary training.							
05. Explore varied media for needed career information.							
06. Engage in the problem solving process as it applies to career decision-making.							
07. Investigate a variety of occupations.							
08. Examine nontraditional job opportunities.							
09. Research new and emerging careers and the factors that influence change.							
10. Analyze the need to develop alternative career goals.							
C. Preparation for Employment							
004. Analyze types of forms, materials, certificates, and other credentials needed for employment.	X						
01. Identify documents that may be needed to secure employment.							
02. 1. Discuss the procedure for securing a work permit.							
2. Practice the procedure for securing a work permit.							
03. 1. Examine the procedure for obtaining a social security card.							
2. Demonstrate the process for obtaining a social security card.							
04. Discuss the process for obtaining a birth certificate.							
05. Analyze the importance of having reliable transportation.							
06. Examine the effect of having a driver's license.							
07. Discuss the influence of education on job choice.							
08. Examine the need for references during the job seeking process.							
005. Analyze the function and content of resumes.	X						
01. Analyze the purposes and uses of resumes.							
02. Identify information that may appear on a resume.							
03. Compare resume formats for varied situations.							
04. 1. Describe the characteristics of a good resume.							
2. Practice methods of preparing resumes.							
05. Interpret the influence of a prepared resume on the job seeking process.							

* All of the competencies are inherent in the VICA Achievement program.

Vocational Guidance

Competency Based Employability Skills

COMPETENCY STATEMENT	Trade & Industrial Education						
	7302	7471	7531	7601	7641	7871	*
006. Investigate sources for possible employment opportunities.	X						
01. Examine sources from which one learns of job openings.		X					
02. Practice methods for using personal contacts as a source of job leads.			X				
03. Discuss letters of inquiry to companies as a part of the job search.					X		
04. Practice using the telephone in the job search process.							
05. 1. Analyze the walk-in approach during the job hunt.							
2. Practice using the walk-in approach.							
06. Utilize "Help Wanted" ads in a job search.							
07. Understand the functions and use of employment services.							
08. Analyze procedures for determining the job openings to pursue.							
007. Examine the need for and uses of a letter of application.	X						
01. Analyze the purposes for and intent of letters of application.							
02. Identify information which may appear in a letter of application.							
03. 1. Suggest characteristics of a well prepared letter of application.							
2. Practice methods of writing and mailing letters of application.							
008. Analyze varied job applications and their influence on employment.	X						
01. Examine the categories of information needed to complete an application.							
02. Demonstrate varieties of well completed applications.							
009. Analyze the functions and importance of the interview, its process, and components.	X						
01. Discuss the purpose of the interview.							
02. Analyze the types of interviews encountered during a job hunt.							
03. Analyze the stages of the interview process.							
04. Discuss the effect of conducting research about the company and/or industry before the interview.							
05. Predict some questions the applicant should direct to the employer while being interviewed.							
06. Examine the influence of personal appearance on the job interview process.							
07. Interpret the influence of body language upon the interview.							
08. Examine common problems which inhibit success of the interview.							
09. 1. Describe methods for achieving a good interview.							
2. Demonstrate methods for achieving a good interview.							
10. Examine follow-up procedures upon completion of the interview.							
11. Recognize the function and value of employment tests.							
D. Workers' Rights and Responsibilities							
010. Analyze types of forms that may be required in the employment process and their purposes.	X						
01. 1. Describe the need for and uses of paycheck deductions.							
2. Practice methods of completing a federal government W-4 form. (Employees' Witholding Allowance Certificate)							
3. Practice methods of completing a state government form N.C. 4.							
02. Identify other types of forms that one may encounter in the job market.							
011. Identify and develop an appreciation for fringe benefits to the employee.	X						
01. Identify fringe benefits that may be offered to the employee.							
02. Differentiate between salary alone and salary plus the fringe benefit package.							
03. Show awareness of the value of an educational assistance program to employment and advancement.							
012. Analyze the use of and factors that may be included in a job description.	X						
01. Interpret the need for a job description.							
02. 1. Analyze the influence of the job description on the employee.							
2. Interpret, using a job description, the working conditions in which the employee will function.							

Vocational Guidance

Competency Based Employability Skills

Trade & Industrial Education

COMPETENCY STATEMENT	7302	7471	7531	7601	7641	7871	*
013. Interpret the influence that policies, chain-of-command, and grievance procedures have on the employee.	X						
01. Describe policies companies may have and their influence on employees.							
02. 1. Suggest the meanings of chain-of-command.							
2. Show an awareness of how chain-of-command operates.							
03. Analyze varied forms of grievance policies and procedures and their effects on employers and employees.							
014. Analyze the influence of employee and employer rights.	X						
01. Examine content and intent of laws that pertain to employee-employer rights.		X					
02. Show an awareness of nondiscriminatory policies on employment.							
015. Compare the roles and effects of unions and professional organizations on employment.	X						
01. Describe the influence of unions on the employer and the employee.							
02. Discuss the role of professional and trade organizations.							
016. Examine the use of safety measures that may be followed by employers.	X						
01. Analyze the types and purpose of safety measures used by some employers.		X					
02. Examine the rights and responsibilities of workers where safety measures are suggested.			X	X		X	
E. Success in the Job Market							
017. Analyze occupational pre-employment skills and attitudes in terms of job success.	X	X					
01. 1. Analyze communication skills in terms of job success.							
2. Practice improving needed communication skills.							
02. Examine personal values and work ethics in terms of job success.							
018. Analyze the effects of employee/employer relationships.	X	X		X			
01. Examine authority images.							
02. Predict the expected behavior of a supervisor on the job.							
03. Describe the acceptable behavior of a worker on the job.							
019. Compare patterns of co-worker relationships.	X	X					
01. Suggest characteristics of good co-worker relationships.							
02. Analyze the effect of co-worker relationships in job success and satisfaction.							
020. Describe the use of performance appraisal in employee advancement, retention, and pay raises.	X						
01. Suggest criteria for performance appraisal.							
02. Analyze the influences performance appraisal may have on the worker.							
021. Analyze procedures when changing employment.	X						
01. Discuss reasons employees terminate employment.							
02. Demonstrate proper procedure when voluntarily terminating employment.							
03. Discuss reasons employees are terminated by employers.							
04. Examine procedures for "regrouping" after termination and for beginning a new job search.							

* All of the competencies are inherent in the VICA Achievement program.

CONTENT OUTLINE

AND

UNITS OF INSTRUCTION

COURSE: Competency-Based Employability Skills

UNIT TITLE: Self Awareness and Appraisal UNIT LENGTH:

COMPETENCY: 001. Analyze the influence of personal interests and abilities on the choice of employment opportunities.	COMPETENCY-BASED TEST ITEMS

INSTRUCTIONAL OBJECTIVES: The student will

001- 01 analyze the effects individual interests have on career choice.

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
Types of individual interests -Preference for working with people -Preference for working with information -Preference for working with objects Steps toward interest development -Awareness of personal resources .Abilities .Knowledge .Time .Energy -Awareness of physical resources .Money .Possessions -Awareness of the role of self-discipline -Awareness of personal limitations Linking of interests to career possibilities -Coordinating interests and aptitudes -Exploring new interests -Maintaining career flexibility -Developing abilities and interests through training	1. Have students select from a list of job requirements to determine their individual interests. (V-Module ES-1, Instruction Sheet I).	A: pp.8-11 D: pp.132-149
	2. Post a list of job characteristics on a bulletin board. (V-Module ES-1, Instruction Sheet II). Have students analyze their personal work preferences in relation to the job characteristics of work they think they would like. Draw conclusions.	A: pp.21-24 B: p.134 D: pp.114-131
	3. Give students a list of hobbies and personal interests. Have them check those that apply and write conclusions that relate those interests to the type of work they might enjoy doing. (O. p. 10).	
	4. Have students list 10 things they really love to do and relate each to a career or job they might choose.	
	5. Have students do exercises: p.66 (B. Student Workbook). pp.76-77 (C. Student Workbook).	
	6. Show filmstrip "Examining Your Interests" and discuss ways of identifying interests and relating them to career goals. (D. p.117).	
	7. Provide an interest inventory to help students evaluate their interests and to relate those interests to potential careers. (O. p.52).	Interest Inventories: -Picture Interest Survey (P.I.E.S.) -CASE Career Assessment Survey Exploration -Survey of Occupational Interests and Aptitudes (S.O.I.A.) -Holland Self-Directed Search -Hall Occupational Inventory -Harrington-O'Shea Systems of Career Decision-making -Strong-Campbell Interest Inventory

COURSE: Competency-Based Employability Skills

UNIT TITLE: Self Awareness and Appraisal

UNIT LENGTH:

COMPETENCY: 001. Analyze the influence of personal interests and abilities on the choice of employment opportunities.	COMPETENCY-BASED TEST ITEMS

INSTRUCTIONAL OBJECTIVES: The student will

001- 02 identify the importance of determining personal strengths and weaknesses.

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
Recognition of personal strengths and weaknesses -Verbal feedback -Non-verbal feedback -Performance reviews -Self-assessment	1. Have students complete "Self-Inventory Worksheet" and relate what they learned from this exercise to careers they are personally considering. (R: III-20).	A: pp.30-33
Changing weaknesses into strengths -Identify areas to change -Be willing to change -Formulate a plan to change .Devise self-help clues .Remove barriers to success .Substitute positive thoughts for negative .Set reachable goals .Realize change takes time .Reward yourself for changing	2. Have students complete "Who Am I?" worksheet. Ask them to strategize ways to turn weaknesses into strengths. (R: III-18 and III-21). 3. Give students a list of characteristics many people would like to change about themselves. Have them check areas that apply and add others. Have them write a plan of action to bring about change. 4. Have students do a self-evaluation exercise (Example: I: pocket 2).	I: pocket 2
Value of changing weaknesses into strengths -Improved self-concept -Improved interpersonal relationships -Preparation for future job -Preparation for career change	5. Have students write a paragraph which explains the importance of choosing work that suits an individual's strengths. Have them describe a situation in which a person's weaknesses could be problematic in certain employment settings. 6. Give students exercises to increase awareness of changing weaknesses to strengths. (A: Student Workbook pp.7-8).	

COURSE: Competency-Based Employability Skills

UNIT TITLE: Self Awareness and Appraisal UNIT LENGTH:

COMPETENCY: 001. Analyze the influence of personal interests and abilities on the choice of employment opportunities.	COMPETENCY-BASED TEST ITEMS

INSTRUCTIONAL OBJECTIVES: The student will

001- 03 analyze the influence personality traits have on career patterns.

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
Positive Personality Traits -Empathy -Good decision-making ability -Good manners -Dependability -Enthusiasm .Desire to succeed -Friendliness -Good self-care .Health .Appearance -Honesty -Initiative -Loyalty -Self-control -Sense of humor -Tact -Humility -Cooperation -Flexibility -Patience -Consistency -Efficiency -Creativity -Individuality -Self-sufficiency -Self-discipline	1. Define a trait - A trait is a distinguishing mark of one's personality. 2. Write each personality trait on a small slip of paper. Have students draw one from a "hat". Have students give a concrete example linking the trait to a specific work situation. Have them predict the future of a person expressing this trait. 3. Have class brainstorm to complete these sentences: "Someone with a good personality is ____." "A worker with a good personality is _____." Compare the two lists. Ask students if the same qualities apply to both sentences and how. 4. Have students complete exercises: p. 79 (B: student workbook). pp. 95-99 (C: student workbook).	C: pp.73-78 B: pp. 138-145

COURSE: Competency-Based Employability Skills

UNIT TITLE: Self Awareness and Appraisal

UNIT LENGTH:

COMPETENCY: 001. Analyze the influence of personal interests and abilities on the choice of employment opportunities.	COMPETENCY-BASED TEST ITEMS

INSTRUCTIONAL OBJECTIVES: The student will

001- 04 interpret the effects values have on work patterns.

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
Values -Give direction to life and work -Facilitate personal growth -Develop over time and with experience Effects of values -On time management -On energy management -On accumulation of material goods -On decision-making .At home .At work -On lifestyle -On attitude -On relationships with co-workers -On career choice .Desire for money .Desire for interesting work .Desire for career advancement .Desire for job security -On job satisfaction .Independence .Co-worker relationships .Creative possibilities .Supervisory capacity .Work atmosphere -On goals .For career .For self as a worker	1. Enable students to relate their values to work patterns by having them complete exercises: pp. 19-24 (A: student workbook) pp. 67-77 (B: student workbook) pp. 66-74 (C: student workbook)	A: pp.36-42
	2. Have students read about values (B: pp. 132-133).	
	3. Provide activities to have students determine values they have in relation to work. Have them make a chart listing those values on the left and occupations of interest to them along the top. Have them complete the chart by relating specific occupations to their work values. Draw conclusions. (I: pocket 4).	C: p.86 J: Understanding Self-p.1 A: pp.66-69 Super's Work Values Inventory

COURSE: Competency-Based Employability Skills

UNIT TITLE: Self Awareness and Appraisal

UNIT LENGTH:

COMPETENCY: 001. Analyze the influence of personal interests and abilities on the choice of employment opportunities.	COMPETENCY-BASED TEST ITEMS

INSTRUCTIONAL OBJECTIVES: The student will

001- 05 analyze the influence aptitudes have on varied careers.

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
Aptitude -Definition -Effects .On skill development .On training and education .On job ability Types of abilities -Verbal -Spacial relationships -Mathematical -Mechanical -Body functional -Social -Mental -Personal relationships Determining aptitudes -Records of school performance -Feedback from others -Practical experiences -Testing	1. Enable students to take an aptitude test such as the General Aptitude Test Battery (GATB) or APTICOM, DAT, or ASVAB. Evaluate results and discuss, or	A: pp.17-18, 78-83 C: p. 87 D: pp.194-223
	2. Give general aptitude tests that ask students to rate themselves in such areas as mechanical, artistic, scientific abilities.	
	3. Have students search through career references to discover careers for which they may be suited based on the testing.	O: p.11
	4. Have students read to increase awareness of their aptitudes. (D: pp.206-220).	
	5. Have students complete the exercises which relate physical abilities to careers. (A: student workbook, pp.3-4)	
	6. Give students exercises to enable them to recognize aptitudes and relate them to career interests: (A: student workbook, pp.11-16, 39-40) (B: student workbook, p. 78) (C: student workbook, pp.78-94).	
	7. Show filmstrip "What are Aptitudes?" and filmstrip "Learning about Aptitudes" (D: pp. 197-199).	

COURSE: Competency-Based Employability Skills

UNIT TITLE: Self Awareness and Appraisal

UNIT LENGTH:

COMPETENCY: 002. Analyze the influence of individual development on behavior.	COMPETENCY-BASED TEST ITEMS

INSTRUCTIONAL OBJECTIVES: The student will

002- 01 discuss the influences that impact on self-concept.

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
Influence on self-concept -Personal factors .Heredity .Environment .Family relationships .Aptitudes .Interests .Abilities .Body image .Self-evaluation -Social factors .Efforts at helping others .Accomplishments .Failures .Relationships -Feedback from others .Compliments .Requests for help .Recognition .Being ignored .Praise or lack of praise .Reactions to behavior -Stereotyped perceptions .Women's roles .Men's roles .Group perceptions -Racial -Religious -Ethnic	1. Assign reading: A: pp.3-14,30-33. Facilitate a discussion of questions on pp.15 and 34. 2. Have students complete worksheets on self-concept. (A: student workbook, pp.37-38). 3. Divide class into groups. Assign each one of the four primary influences on self-concept. Ask each to write specific examples that illustrate each influence and to share with class. 4. Have students read about self-concept. (C: pp.66-83). 5. Have students read biographies of famous people who have adapted to their body images. (Examples: Martin Luther King, Helen Keller, Eleanor Roosevelt, Abraham Lincoln). Have them report to class on the adjustments and achievements of each.	C: pp.66-67 A: pp.3-11, 30-33 B: p.146 D: pp.54-87

COURSE: Competency-Based Employability Skills

UNIT TITLE: Self Awareness and Appraisal

UNIT LENGTH:

COMPETENCY: 002. Analyze the influence of individual development on behavior.	COMPETENCY-BASED TEST ITEMS

INSTRUCTIONAL OBJECTIVES: The student will

002- 02 examine the effects of self-concept on behavior.

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
Effects of self-concept on behavior. -Affects present behavior .Self-protective behaviors .Hide weaknesses .Encourages repeated behaviors -Facilitates behavior changes .Aim for unity between inner self and external behavior -Affects decision-making -Facilitates career choice -Affects perception of future	1. Show students cartoon (D:p.327) and relate self-concept depicted to behavior. 2. Have students discuss personal and social outcomes when people behave the way others' expect them to rather than the way they feel. 3. Show filmstrip "Social Influences" (D: pp.328-331). 4. Have students read D: pp.328-331 and answer questions on page 331. 5. Have students list the kinds of behavior that affect self-concept.	C: p.67 A: pp.6-8 D: pp.327-331

COURSE: Competency-Based Employability Skills

UNIT TITLE: Self Awareness and Appraisal **UNIT LENGTH:**

COMPETENCY: 002. Analyze the influence of individual development on behavior.	COMPETENCY-BASED TEST ITEMS

INSTRUCTIONAL OBJECTIVES: The student will

002- 03 examine factors that indicate a self-assured person.

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
Self-confidence results from -Understanding your personal values -Believing in yourself -Being willing to take some emotional risks -Daring to try for what you want	1. Have students read "Self-Confidence" poem. Have them: 1. Name people they admire who seem to be self-confident. 2. Relate those people's experiences to the message in the poem. (R: III-18).	A: pp.40-41 R: p.18
Behaviors of a self-assured person -Acts on values held -Recognizes peer pressure .Keeps it in perspective with personal beliefs -Trusts own decisions -Is flexible .Willing to change decisions if new data is learned -Accepts emotions in self and others -Accepts responsibility for decisions -Plans for future	2. Show students cartoon (D: p.342). Discuss with class difficulties in achieving self-confidence.	
	3. Have students describe a situation in which their actions differed from their peers'. Have them discuss how they felt behaving differently from the group.	D: pp.242-243
	4. Have students develop a definition for self-confidence and give examples of behaviors of a self-assured person.	
	5. Discuss the differences between self-assurance and boasting.	

COURSE: Competency-Based Employability Skills

UNIT TITLE: Self Awareness and Appraisal

UNIT LENGTH:

COMPETENCY: 002. Analyze the influence of individual development on behavior.	COMPETENCY-BASED TEST ITEMS

INSTRUCTIONAL OBJECTIVES: The student will

002- 04 examine the effect self-concept has on job choice.

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
Aspects of self-concept -Self-image .As a man or woman .Lifestyle .Attitudes .Values .Personality Effects on job choice -Changes perceptions of appropriate jobs .For men .For women -Increases probability of career satisfaction -Enables openness to career alternatives .Know work he or she wants .Figure a plan to obtain work .Handle opinions of others of work he or she should do .Present self accurately during a job interview	1. Have students follow directions (D: pp.28-29) to create a collage to express their self-concept as it relates to their future career goals. 2. Have students answer these questions in writing: a. What activities would I enjoy doing in the future? b. What kind of person would I like to be in the future? c. What would I like to have in the future? d. How do these pleasures and goals relate to the kind of work I'd like to do in the future? 3. Have students write an advertisement for themselves including their interests, abilities, and personal strengths. They might begin this exercise by completing this phrase: "I am someone who...". 4. Have students create a personal business card following the directions in D: p.80.	Z: p.8 C: pp.66-67 D: pp.54-55 A: pp.31,72-77

COURSE: Competency-Based Employability Skills

UNIT TITLE: Self Awareness and Appraisal

UNIT LENGTH:

COMPETENCY: 002. Analyze the influence of individual development on behavior.	COMPETENCY-BASED TEST ITEMS

INSTRUCTIONAL OBJECTIVES: The student will

002-05 discuss the influence self-concept has on job success.

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
Effects on job success -Individual perceptions .Aptitudes versus interests versus abilities -Individual recognition of real potential -Recognition of true feelings .Accepting responsibility for self and relationships -Awareness of work possibilities Self-knowledge -Enables preparation for appropriate work -Enables turning weaknesses into strengths -Facilitates training to develop abilities	1. Have students read A: pp.30-33 and answer questions on p.34.	A: pp.30-33
	2. Have students complete these phrases in writing: As a worker, I am ... When I am working, I feel... To me, work means ... When it comes to succeeding on a job, I believe ... Workers who don't like themselves usually ... People who don't succeed at their jobs usually are... Whip around the room having students read their answers. Write them in a column on the board. Draw conclusions with the students about self-concept and job success.	
	3. Show filmstrip "Self-Exploration: Who Will I Be?" Discuss examples in filmstrip that show ways self-concept affects career choice.	
	4. Have students list characteristics that will influence success in the job market.	C: p.53

COURSE: Competency-Based Employability Skills

UNIT TITLE: Career Decision-Making

UNIT LENGTH:

COMPETENCY: 003. Demonstrate methods of career decision-making.	COMPETENCY-BASED TEST ITEMS

INSTRUCTIONAL OBJECTIVES: The student will

003- 01 identify factors that influence career decision-making.

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
Personal factors -Self-concept -Goals for future .Financial .Lifestyle .Interests .Preferences for working -With data -With people -With objects -Aptitudes and abilities -Personality traits -Family background -Values -Attitudes Financial resources Marital status Life Experiences Future availability of job -Location -Need for workers Goals -Long term -Short term	1. Have students interview someone to complete worksheet "Pitfalls in Career Planning" (R: III-69). Hold a discussion to draw conclusions from interview results	C: pp.66-72,92 Z: p.20 A: pp.78-83 R: III-p.65 D: pp.348-375
	2. Have students complete workbook exercises: B: student workbook pp.80-82.	
	3. Ask students to create a definition for "career" and list examples of various activities that comprise a career. Include ideas relating to family life and volunteer community service as aspects of career.	
	4. Show filmstrip "Creating a Career" and utilize discussion questions to broaden students' definitions of career. (D: pp.16-17).	C: pp.81-82,92
	5. Have students read about career decision-making. (D: pp. 348-358).	R: III-pp.153-162

COURSE: Competency-Based Employability Skills

UNIT TITLE: Career Decision-Making

UNIT LENGTH:

COMPETENCY: 003. Demonstrate methods of career decision-making.	COMPETENCY-BASED TEST ITEMS

INSTRUCTIONAL OBJECTIVES: The student will

003- 02 discuss the importance of establishing short and long term career goals.

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
Career goals -Should be reachable by the individual -Should provide satisfaction to the individual -Should relate to life goals -Should be basis for career planning Short term goals -Provide stepping stones to long term goals Long term goals -Flexibility needed -Alternative plans needed	1. Give students a worksheet on which to formulate long term and short term goals for themselves. (Example: Z: p.23). 2. Show filmstrip "Career Goals" (D: pp.6-7). Have students define the word "goal" and give examples of long term and short term goals in their personal lives today. Have them project some for their future work life. Follow discussion guide on D: p.8. 3. Describe a goal chart for the present and the future. Have students create their own. (D: pp. 9-11). 4. Discuss with the class the need for flexibility in setting and revising goals.	C: pp.66-68,109,138-139, 286-287 Z: p.20 C: p.67

COURSE: Competency-Based Employability Skills

UNIT TITLE: Career Decision-making

UNIT LENGTH:

COMPETENCY: 003. Demonstrate methods of career decision-making.	COMPETENCY-BASED TEST ITEMS

INSTRUCTIONAL OBJECTIVES: The student will

003- 03 justify the need to formulate an educational/career plan.

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
Value of educational/career plan -Reduces unproductive changes .In education and training .In jobs -Molds reality to wishes -Fits short term goals into long range plans -Enables planning of resources .Energy .Time .Money	1. Have students research a career of interest including what the workers do, the work environment, salary, future need for the job, and training or education required. 2. Give students a worksheet which requires them to explore a specific job in depth. (Example: V: Module ES-1, Instruction Sheet III). Have them draw conclusions between the work and the need for a specific educational plan. Project with the students an educational/career plan to enable the individual to do that job. 3. Show filmstrip "Introduction to the Career Information System" (D: pp.100-103). Have students answer discussion questions. Relate information in filmstrip to the need for education and career planning.	C: p.109

COURSE: Competency-Based Employability Skills

UNIT TITLE: Career Decision-Making

UNIT LENGTH:

COMPETENCY: 003. Demonstrate methods of career decision-making.	COMPETENCY-BASED TEST ITEMS

INSTRUCTIONAL OBJECTIVES: The student will

003- 04 examine educational opportunities provided in postsecondary training.

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
Varieties of post-secondary training -Vocational training schools .Business schools .Beauty and barber schools .Trade schools -Technical institutes -Nurses' training -Junior and community colleges -Graduate or professional schools	1. Have students analyze their choice of a school or training program by answering: How long is the training program? What skills are taught? What programs of study are offered? What are the entrance requirements? What schedule must be followed to complete training? How much does training cost? What degree or certificate is offered? Describe the school.	A: pp.160-168 C: pp.297-298,303-304 P: pp.29-31
Training combined with work -Apprenticeships -On-the-job training -Adult education -Home study programs -Cooperative education programs	2. Invite guest speakers from local colleges, vocational/technical schools, craft unions to discuss local training opportunities--or invite students who have attended these programs to describe them.	A: pp.169-174 B: pp.196-197 C: pp.140-141,301-302,305
Federal government programs -Job Corps -Concentrated Employment Program -Public Service Employment -NAB Program -Work Incentive Program -CETA*	3. Have students use reference books to complete "Training and Education Requirements Worksheets" (R: III-pp.74-75).	R: III-pp.76-78
	4. Invite a guest speaker from CETA*to explain the program and ways it can help individuals get jobs.	
Military Service -Training programs -USAFI -Continued civilian education -ROTC -Service academies	5. Have students complete worksheet titled "Using the Services of CETA*". (R: III-p.78).	C: p.305 R: Appendix A15-1
	6. Have students complete worksheets about training institutions: A: student workbook, pp.67-74 B: student workbook, p.99.	*NOTE: Effective October 1, 1983 CETA is replaced by JTPA. Contact the local Employment Security Commission Office for current information. (JTPA: Job Training Partnership Act)
	7. Assign reading D: pp.359-363.	

COURSE: Competency-Based Employability Skills

UNIT TITLE: Career Decision-Making

UNIT LENGTH:

COMPETENCY: 003. Demonstrate methods of career decision-making.	COMPETENCY-BASED TEST ITEMS

INSTRUCTIONAL OBJECTIVES: The student will

003- 05 explore varied media for needed career information

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
Sources of career information -School guidance office .Catalogs and bulletins .Career Information Center -State Employment Service Office -Teachers and other adults -Parents -Published guides and directories .Occupational Outlook Handbook .Dictionary of Occupational Titles -Professional organizations -Consult with workers in a particular career field -Personal experience -Audio-visual information/materials -Library -Women's centers -Minority assistance programs -Employment agencies -Trade unions -Professional associations Information needed about careers -Description of the occupation -How the occupation developed -Explanation of the work .Duties to be accomplished .Need for specific tools/equipment .Where the work is done .Specialized work -Requirements to do the work .Training .Education .Personal aptitudes and abilities .Personalities suited .Physical abilities -License or certificate needed -Advancement or growth -Employment outlook -Income .Beginning .Variations .Fringe benefits -Working conditions -Social considerations -Sources of further information	1. Invite guest speakers to provide information about careers. Possible speakers include guidance counselors, state employment service representative, librarian, or representative from a specific professional organization.	C: p.91
	2. Have students research a career field of interest to them and prepare a booklet describing it.(R: III-p.60).	A: pp.161-164,167,171-174
	3. Arrange on-site visits (individual field trips) to places of employment of interest to students. Have them present oral reports to class describing the work done there and the training needed to do the work. Use worksheet R: III-63, "How to Investigate Careers."	C: pp.90-91 I: pocket 3
	4. Maintain a classroom career file to which students will add their research results.	
	5. Have students interview workers doing certain jobs using worksheet R: III-85-86 or student worksheet #4 "Interview with Business Workers" (J: Working in Organizations, p.34).	D: pp.90-113
	6. Have students do exercises on researching possible careers: C: student workbook, pp. 105-118.	

COURSE: Competency-Based Employability Skills

UNIT TITLE: Career Decision-making **UNIT LENGTH:**

COMPETENCY: 003. Demonstrate methods of career decision-making.	COMPETENCY-BASED TEST ITEMS

INSTRUCTIONAL OBJECTIVES: The student will

003- 06 engage in the problem-solving process as it applies to career decision-making.

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
Steps in decision-making -Define the issue to be decided -Identify several alternatives -Consider each alternative and its possible outcome -Select one alternative -Try the solution chosen -Set target dates for each step -Evaluate the choice -Accept responsibility for the choice -Make new plans if necessary Deciding on a career -Determine possible career field -Explore jobs within career field .By trying the work .By talking with workers in field .By reading -Examine values in relation to career -Evaluate advantages and disadvantages -Examine career requirements -Consider future .Of the career field .Possible advancement -Put career in context of long term and short term goals	1. Give case studies to evaluate. (Example: Z: pp.35-37).	A: pp.84-120 R: III-pp.98-99 B: pp.166 D: pp.30-53
	2. Give students Student Worksheet #4 "Rating Your Problem Solving Skill" (J: Problem Solving, p.12).	
	3. Show students Transparency #1 "Problem Solving Steps" (J: Problem Solving, p.16).	
	4. Ask students to write a case study which involves making a career decision. Have them write out the steps and procedures to resolve the decision.	Z: p.21
	5. Have students complete a career planning worksheet (Example: K: pp.24-25). Have them list several personal career choices and find information: -description of career -education and experience required -sources of jobs -salaries -growth possibilities -training needed Have students draw conclusions about this career for themselves.	
	6. Following the directions (R: III-94-97) have students practice decision-making about jobs.	
	7. Use the worksheet (R: III-100) "Learning to Make Decisions" for students to examine their daily decisions.	
	8. Have students complete worksheets on career decision making: A: student workbook, pp.31-52.	
	9. Have students read C: Chapter 6, "Researching Careers."	
	10. Show filmstrip "Decision-Making, Part II" (D: p.389). Follow discussion questions for key ideas (D: teacher's guide-p.40).	
	11. Have students read and discuss the decision making case study.(D: pp.44-45).	
	12. Have students list and discuss the problem solving steps in the career decision-making process.	Z: pp.17-18 A: Unit 7, pp.102-119

COURSE: Competency-Based Employability Skills

UNIT TITLE: Career Decision-Making **UNIT LENGTH:**

COMPETENCY: 003. Demonstrate methods of career decision-making.	COMPETENCY-BASED TEST ITEMS

INSTRUCTIONAL OBJECTIVES: The student will

003- 07 investigate a variety of occupations.

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
Classification of occupations -Classification by U.S. Department of Labor . Professional, technical and managerial . Clerical and sales . Service . Agricultural, Fishery, Forestry and Related . Processing . Machine trades . Benchwork . Structural work . Misc.	1. Have students review the summary of occupational categories, divisions and groups from the DOT pp.XXXIV-XXXV.	AA BB CC DD
	2. Have students list the nine occupational categories.	A: pp.133-157
	3. Provide students copies of the three-digit occupational groups from the DOT pp.XXXVI-XII.	
	4. Teacher will review for students the occupational groups.	
Matching courses and careers -Selection of career clusters -Comparative analysis of career cluster with the selection from the DOT. -Resolve dissimilarities in career choices. -Matching academic and vocational courses with jobs. -Selecting occupations for investigation. -Investing a variety of occupations.	5. Have students select three to five occupational titles in which they may be interested.	
	6. Provide students with the listing of useful courses as they relate to the 15 career clusters. A: p.141.	A: pp.140-158 EE FF GG DD
	7. Have students identify the group of courses that best reflects their interest.	
	8. Provide students with the 15 career clusters that match the useful courses found in A: p.141.	
	9. Have students identify the career cluster that matches the useful courses selection.	
	10. Have students compare the occupational titles selected from the three-digit occupational groups (DOT) with the one selected from the 15 clusters comparative analysis.	
	11. Assist students in resolving dissimilarities in career choices by analyzing their pre-assessed needs, e.g. interests, aptitudes, abilities and aspirations.	
	12. Have students identify the academic area in which he/she is most interested.	
	13. Have students identify the vocational area in which he/she is most interested.	
	14. Provide each student with the appropriate job listing applicable to their academic and vocational interests.	A: pp.146-157
	15. Have students to compare their academic and vocational listings and identify the job titles that appear on both lists.	

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
	16. Have students to identify three job titles of their choice to investigate.	
	17. Have students to compare their job titles with the occupations previously identified	
	18. Have students investigate each job title and prepare a paper presenting the following information as a minimum: a. nature of the work b. working conditions c. employment availability (local, state, national) d. training, other qualifications and advancement e. job outlook f. earnings g. related occupations h. sources of additional information i. my decision about this job: I like it - why/I do not like it - why.	CC

COURSE: Competency-Based Employability Skills

UNIT TITLE: Career Decision-Making

UNIT LENGTH:

COMPETENCY: 003. Demonstrate methods of career decision-making.	**COMPETENCY-BASED TEST ITEMS**

INSTRUCTIONAL OBJECTIVES: The student will

003- 08 examine non-traditional job opportunities.

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
Changing roles of men and women in the world of work -Social factors -Economic factors	1. Have students discuss the changing life-style patterns.	C: pp.3-13
	2. Administer the life-style pattern exercise suggested by Reference C: pp.6-10.	
Recasting traditional career and family patterns	3. Guide students through Promoting Sex Equity in Vocational Education.	HH: Module V

COURSE: Competency-Based Employability Skills

UNIT TITLE: Career Decision-Making **UNIT LENGTH:**

COMPETENCY: 003: Demonstrate methods of career decision-making.	COMPETENCY-BASED TEST ITEMS

INSTRUCTIONAL OBJECTIVES: The student will

003- 09 research new and emerging careers and the factors that influence change.

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
Changes affecting the job market -Awareness of changes affecting job market in North Carolina. . People . Economy . Natural Resource . Community . Industry Projections . Occupational Projections -Awareness of the effects of changing technology on the job market. . Electronics . Computers . Robotics . Micro-electronics New and Emerging Careers Where the most job openings will be Resource persons	1. Teacher will review informat[illegible] in references II and JJ with stude[illegible] Stress: a. Changing job market b. Factors affecting changes in North Carolina	II JJ
	2. Teacher will use all available materials that address the effects of changing technology on the job market.	Local School Library and Media Center
	3. Have students bring in current articles that address the effects of changing technology on the job market, or	
	4. Assign students in groups to gather current articles that address the effects of changing technology on the job market and present this information to the class in panel form.	
	5. Reproduce, and give to students, appropriate articles from Reference KK.	KK
	6. Invite resource persons in to speak to students relative to the topics in this competency.	

COURSE: Competency-Based Employability Skills

UNIT TITLE: Career Decision Making

UNIT LENGTH:

COMPETENCY: 003. Demonstrate methods of career decision-making.	COMPETENCY-BASED TEST ITEMS

INSTRUCTIONAL OBJECTIVES: The student will

003- 10 analyze the need to develop alternative career goals.

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
Changes affecting careers -Population dynamics -Technological advances -Environmental factors -Increased information -Political changes -Economic conditions -Social changes -Occupations outdated -Need for new jobs -Personal changes .Experience .Financial .Family/marital	1. Invite guest speakers who work in careers affected by changes in technology to discuss ways they have been re-trained by their companies to keep up with change. 2. Have students interview an adult friend or parent about their work experience to answer what kinds of jobs they have had and how their career goals changed over the years as a result of their experiences. Have students share conclusions orally. 3. Hold a brainstorming session to list social, political, economic, and personal changes which affect career decisions.	D: pp. 311-317
Awareness of possible changes needed -Increases possibility of long term happiness -Provides alternatives for job satisfaction -Allows adaptability to change -Helps workers plan for future	4. Show students the cartoon from D: p.53. Discuss ways life experiences may cause people to change career plans. 5. Have students read D: pp. 314-315 and discuss questions on p.316.	J: Adapting and Planning for Future, p.1

COURSE: Competency-Based Employability Skills

UNIT TITLE: Preparation for Employment

UNIT LENGTH:

COMPETENCY: 004. Analyze types of forms, materials, certificates, and other credentials needed for employment.	COMPETENCY-BASED TEST ITEMS

INSTRUCTIONAL OBJECTIVES: The student will

004- 01 identify credentials and documents that may be needed to secure employment.

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
Papers needed for job application -Social Security card -Birth certificate -Driver's license -Work permit -High school transcript -College transcript -General Educational Development (GED) -Occupational license -Union card -Student identity card -Military discharge (DD214) Other documents frequently needed -Physical examination report -Health certificate -Diploma -Certificate of special skill -License -References	1. Assign credentials to students for research. Have them report to class explaining: 1) the need for the paper, 2) the application process to receive it. Have students create an individual reference page detailing this information. 2. Give students a list of credentials needed for the job search. Have them check those that they have and formulate a written plan to receive those they need. 3. Have students read B: pp.16-17 and A: pp.196-200 and complete worksheets. (A: student workbook, pp.83-84). 4. Show filmstrip "Credentials & Competencies: Get Ready, Get Set - Go!" and discuss. (D: pp.171-173). 5. Describe documents to students. If possible provide transparencies of some. Discuss sources and value of each.	A: p.180 V: Module ES-2 D: pp.170-193

COMPETENCY: 004. Analyze types of forms, materials, certificates, and other credentials needed for employment.	COMPETENCY-BASED TEST ITEMS

INSTRUCTIONAL OBJECTIVES: The student will

004- 02.1 discuss the procedure for securing a work permit.

004- 02.2 practice the procedure for securing a work permit.

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
Need for work permit Purpose of work permit Parts of a work permit How to obtain a work permit	1. Have students list and discuss procedures for obtaining a work permit. 2. Make a bulletin board to display a work permit and delineate the steps needed to secure one. 3. Have students complete worksheets on child labor laws. (A: student workbook, pp. 79-80).	A: p.191 B: p.16

COURSE: Competency-Based Employability Skills

UNIT TITLE: Preparation for Employment

UNIT LENGTH:

COMPETENCY: 004. Analyze types of forms, materials, certificates, and other credentials needed for employment.	COMPETENCY-BASED TEST ITEMS

INSTRUCTIONAL OBJECTIVES: The student will

004- 03.1 examine the procedure for obtaining a social security card.

004- 03.2 demonstrate the process for obtaining a social security card.

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
Obtain an application -Social security office -Post offices -Some banks -Some companies -State Employment Office -Public welfare agencies Complete the application -Print -Dark blue or black ink -Complete all information Mail to Social Security Administration Receive two cards	1. Have students complete worksheets about social security cards (A: student workbook, pp.77-78). 2. Have students locate the address of the nearest Social Security Office and visit to obtain an application for a social security card. 3. Give students a practice application form then have them complete the actual form. (C: student workbook, p.27). 4. Have students who do not have social security cards obtain them. 5. Emphasize safeguarding duplicate social security card. 6. Discuss procedures for obtaining a replacement card when original is lost. 7. Discuss the major purposes of the Social Security Act.	A: pp.183-5 B: pp.16-17 C: pp.28, 261-262 M: p.15

UNIT TITLE: Preparation for Employment UNIT LENGTH:

COMPETENCY: 004. Analyze types of forms, materials, certificates, and other credentials needed for employment.	COMPETENCY-BASED TEST ITEMS

INSTRUCTIONAL OBJECTIVES: The student will

004- 04 discuss the process for obtaining a birth certificate.

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
Where to obtain a copy of a birth certificate -State Department of Health in birth state/Vital Statistics Division -City or county government offices in birth place Information to include in request for birth certificate -Full name at birth -Place of birth -Parents' names -Date of birth	1. Have students read A: p.196 and write a description of the process for obtaining a birth certificate. 2. Discuss where to write for a copy of a birth certificate. 3. Have students write a practice letter for obtaining a birth certificate. Check for complete information.	A: p.196

COMPETENCY: 004. Analyze types of forms, materials, certificates, and other credentials needed for employment.	COMPETENCY-BASED TEST ITEMS

INSTRUCTIONAL OBJECTIVES: The student will

004- 05 analyze the importance of having reliable transportation.

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
Reliable transportation -Enhances punctuality -Reduces tension -Enhances ability to work efficiently -Creates impression of responsibility Varieties of transportation -Private automobile .Personal .Carpool -Bus -Train -Subway	1. Present a brief case study of two potential workers who arrive at a job interview: One is on time; the other arrives late due to unreliable transportation. Ask students to predict personality characteristics of two workers based on this situation and analyze the impact of transportation on the interview process.	B: p.167
	2. Have students complete activity page on transportation. (B: student workbook, p.93).	
	3. Create a chart with class listing types of transportation for work and listing advantages and disadvantages of each.	
	4. Have students relate a personal experience in which a method of transportation they were using failed to be reliable. Discuss emotions relating to that experience.	

COURSE: Competency-Based Employability Skills

UNIT TITLE: Preparation for Employment

UNIT LENGTH:

COMPETENCY: 004. Analyze types of forms, materials, certificates, and other credentials needed for employment.	COMPETENCY-BASED TEST ITEMS

INSTRUCTIONAL OBJECTIVES: The student will

004-06 examine the effect of having a driver's license.

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
Advantages of having a driver's license -Required for some jobs .Increases job options -Increases options for travel to work	1. Show students cartoon D: p.168. Discuss methods for obtaining driver's license and responsibilities of good drivers. 2. Discuss how a driver's license can be advantageous in job market. 3. Have class brainstorm job situations in which driver's license is needed or useful. 4. Describe "carpooling". Discuss advantages and disadvantages. Have someone who commutes in a carpool share their experience on tape for the class.	A: p.199 North Carolina Department of Transportation Driver's Handbook, 1982

UNIT TITLE: Preparation for Employment UNIT LENGTH:

COMPETENCY: 004. Analyze types of forms, materials, certificates, and other credentials needed for employment.	COMPETENCY-BASED TEST ITEMS

INSTRUCTIONAL OBJECTIVES: The student will

004- 07 discuss the influence of education on job choice.

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
Value of educational achievement -Better training improves job mobility -Increased job security -Increased work opportunities .Increased competition for unskilled jobs -Effect on income	1. Provide students with data on employment outlook by job (Occupational Outlook Handbook). Relate to educational achievement. 2. Have students read D: pp.178-180. Discuss education listed on that application and how it related to job options for the individual. 3. Discuss with students the relationship between education completed and possible income.	C: p. 301 D: pp.177-183

COURSE: Competency-Based Employability Skills

UNIT TITLE: Preparation for Employment

UNIT LENGTH:

COMPETENCY: 004. Analyze types of forms, materials, certificates, and other credentials needed for employment.	COMPETENCY-BASED TEST ITEMS

INSTRUCTIONAL OBJECTIVES: The student will

004- 08 examine the need for references during the job seeking process.

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
Tasks of references -Provide information about applicant .Abilities .Assumption of responsibility .Past job performance .Personality	1. Discuss with students the meaning of references as they apply to job search. 2. Have students role play a telephone conversation in which they request a personal reference.	A: pp.199-200 B: p.19 R: III- p.109
Types of people for references -Previous employers -Religious leaders -Doctors -Teachers -School counselors -Parents' friends -Adults who know individual	3. Have students complete worksheet "Seeking People to Use as References". R: III- p.111. 4. Have students write a letter to someone to request their being a reference for them.	
Request permission from references -By phone -By letter -In person -Needed in advance	5. Provide a case study in which an applicant named a reference without permission. Have students predict outcomes of a call to the reference.	
Letters of recommendation -Describe individual .Character .Sense of responsibility .Skills .Dependability		Z: p.41 A: p.200

UNIT TITLE: Preparation for Employment UNIT LENGTH:

COMPETENCY: 005. Analyze the function and content of resumes.	COMPETENCY-BASED TEST ITEMS

INSTRUCTIONAL OBJECTIVES: The student will

005- 01 analyze the purposes and the uses of resumes

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
Why resumes are needed -To link potential employee to job -To provide a positive image of the applicant -To assist with application process .Aids in completing applications .Accompanies letter of application -To encourage an interview with the applicant	1. Have students complete worksheets on resumes. (A: student workbook, pp. 87-88). 2. Have students read D: pp.398-401 and formulate a definition of a resume. 3. Have students read A: pp.208-213 and describe situations in which a resume would be beneficial. 4. Discuss images of an applicant that are projected by a resume.	A: p.208 M: pp.23-24

COURSE: Competency-Based Employability Skills

UNIT TITLE: Preparation for Employment

UNIT LENGTH:

COMPETENCY: 005. Analyze the function and content of resumes.	COMPETENCY-BASED TEST ITEMS

INSTRUCTIONAL OBJECTIVES: The student will

005-02 identify information that may appear on a resume.

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
Types of information -Personal data -Position individual is seeking -Background of education and training -Skills -Honors and awards -Interests, activities, and hobbies -Work experience -References	1. Have students read about resumes D: p.398 and discuss why each category of information is important. 2. Have students answer questions about resumes D: p.401. 3. Discuss the necessity to tailor a resume to the specific job sought by the applicant. 4. Prepare a transparency of a resume. Show to students and discuss categories of information to be included.	A: pp.208-212 D: p.398

UNIT TITLE: Preparation for Employment UNIT LENGTH:

COMPETENCY: 005. Analyze the function and content of resumes.	COMPETENCY-BASED TEST ITEMS

INSTRUCTIONAL OBJECTIVES: The student will

005- 03 compare resume formats for varied situations.

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
Formats -Chronological -Functional	1. Provide students with a variety of resumes to study. Discuss similarities and differences. 2. Describe sample resumes and the appropriate format as it applies to various job-seeking situations.	P: p.38 A: pp. 309-312

COURSE: Competency-Based Employability Skills

UNIT TITLE: Preparation for Employment

UNIT LENGTH:

COMPETENCY: 005. Analyze the function and content of resumes.	COMPETENCY-BASED TEST ITEMS

INSTRUCTIONAL OBJECTIVES: The student will

005- 04.1 describe characteristics of a good resume.

005- 04.2 practice methods of preparing resumes

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
Physical characteristics of a good resume -Well-organized -Neatly typed .Corrected cleanly .Accurate spelling and punctuation .Bond paper .One-inch margins .One side of page .No more than two pages -Accurate information -Geared toward specific position	1. Have students identify a career or job goal for themselves. 2. Have students draft a personal resume following either (or both) the chronological or functional pattern. Provide opportunities for self-evaluation and peer evaluation before having students write a final copy.	A: p.213 G: pp.51-60
Other characteristics -Encourages a desire to interview the applicant -Highlights personal strengths and aptitudes of applicant -Identifies performance skills of the applicant		P: p.35

COURSE: Competency-Based Employability Skills

UNIT TITLE: Preparation for Employment

UNIT LENGTH:

COMPETENCY: 005. Analyze the function and content of resumes.	COMPETENCY-BASED TEST ITEMS

INSTRUCTIONAL OBJECTIVES: The student will

005-05 interpret the influence of a prepared resume on the job seeking process.

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
Value of a prepared resume -Encourages applicant to clarify career (job) goals -Provides a positive image to employers -Facilitates completing applications -Provides data to accompany letter of application	1. Have students read about the need for resumes A: p.208. 2. Discuss these questions with class: How does preparing a resume help clarify career goals? Name conclusions about an applicant that can be drawn from a resume. How does a resume help in the application process? 3. Describe situations to students in which having a prepared resume would have been beneficial.	

COURSE: Competency-Based Employability Skills

UNIT TITLE: Preparation for Employment

UNIT LENGTH:

COMPETENCY: 006. Investigate sources for possible employment opportunities.	COMPETENCY-BASED TEST ITEMS

INSTRUCTIONAL OBJECTIVES: The student will

006- 01. examine sources from which one learns of job openings.

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
Sources of information about jobs -School sources .School counselors .Cooperative education program coordinator .Vocational education teachers .School placement office -Non-school sources .Help wanted ads in newspapers .State Employment Service -Youth Opportunity Center .Employment agencies .Community social service organizations .Employment offices in companies .Direct contact of businesses .Workers in appealing jobs .Former employers .Organizations for special group assistance -Minorities -Women -Handicapped	1. Using a telephone book, have students look up and list addresses and phone numbers for the State Employment Service, Youth Opportunity Office, employment agencies. Discuss questions to ask when calling for information. Have students role play some possible calls. Assign students to call those sources to learn about their services. Invite guest speakers to describe services offered by their agencies.	A: pp.203-207 B: pp.6-14
	2. Invite a guest speaker from the State Employment Security Office. Have students complete exercise p.251. (C: student workbook)	
	3. Have students complete worksheet "Identifying Local Job Opportunities". (A: student workbook, pp.85-86)	C: pp.22-24 L: pp.31-32 G: pp.14-15
	4. Use worksheet "Job Sources" R: III-p.107 for students to explore job sources among friends and relatives.	
	5. Give students worksheet R: III-p.108 to explore job leads.	Z: pp.63-64
	6. Enable students to visit the school placement office to learn about its services.	
	7. Invite counselors or cooperative education program coordinator to discuss ways they can help students find work. Have students prepare questions in advance for them to answer.	
	8. Have students complete exercise pp.17-22. (C: student workbook)	
	9. Have students read B: pp.6-14.	

UNIT TITLE: Preparation for Employment UNIT LENGTH:

COMPETENCY: 006. Investigate sources for possible employment opportunities.	COMPETENCY-BASED TEST ITEMS

INSTRUCTIONAL OBJECTIVES: The student will

006- 02 practice methods for using personal contacts as a source of job leads.

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
Development of personal contact list -Name, address, phone of individual -Job title and type of work they do -Ways they might help Letters to personal contacts -Introduction -Purpose .Type of work sought .Availability to work -Request for help in job search -Availability of resume -Expression of thanks -Closing -Follow-up	1. Have students complete exercises pp.4-5. (B: student workbook) 2. Have students prepare a list of personal contacts for jobs on 3 x 5 cards, including: name, address, phone, specific way they may be able to help. Encourage them to use cards and make notations on them. 3. Have students choose one contact and write a letter of inquiry to the person.	P: pp.16-17

COURSE: Competency-Based Employability Skills

UNIT TITLE: Preparation for Employment

UNIT LENGTH:

COMPETENCY: 006. Investigate sources for possible employment opportunities.

COMPETENCY-BASED TEST ITEMS

INSTRUCTIONAL OBJECTIVES: The student will

006- 03 discuss letters of inquiry to companies as a part of the job search.

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
Purpose of letter -Introduces individual to employer .Background .Training and skills .Experience .Qualifications To whom to send letter -Personnel manager -Specific person at a business -Potential company	1. Provide students with a sample letter of inquiry to study. 2. Have students : a. Use the phone book to locate a company of interest. b. Practice writing a letter of inquiry. c. Exchange papers to evaluate	M: p.11 L: p.30

COURSE: Competency-Based Employability Skills

UNIT TITLE: Preparation for Employment UNIT LENGTH:

COMPETENCY: 006. Investigate sources for possible employment opportunities.	COMPETENCY-BASED TEST ITEMS

INSTRUCTIONAL OBJECTIVES: The student will

006- 04 practice using the telephone in the job search process.

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
Need for telephone calls -To respond to newspaper ad .To arrange interview -To follow up letters of inquiry -To follow up suggestions by personal contacts -To replace a letter of inquiry Telephone guidelines -Plan content of call -Identify self and state purpose -Use pleasant, confident voice -Listen carefully -Be brief	1. Have students hold practice phone conversations for each listed need. Record on tape. Have students listen and evaluate. 2. Have students demonstrate mannerisms and characteristics which create negative impressions on the phone. 3. Have students read about telephone skills, such as P: p.48, D: pp.393-395. 4. Have students read Instruction Sheet III "Making Contacts By Phone". (V-Module ES-4). 5. Have students read and complete exercise pp.9-10 (B: student workbook)	P: p.48 G: pp.16-19 D: pp.393-395 Contact local telephone company for use of tele-trainer equipment.

COURSE: Competency-Based Employability Skills

UNIT TITLE: Preparation for Employment

UNIT LENGTH:

COMPETENCY: 006. Investigate sources for possible employment opportunities.	COMPETENCY-BASED TEST ITEMS

INSTRUCTIONAL OBJECTIVES: The student will

006- 05.1 analyze the walk-in approach during the job hunt.

006- 05.2 practice using the walk in approach

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
Use of walk-in approach -Response to "help wanted" sign -Following personal impulses Preparation for walk-in approach -Learn about business or organization -Time to drop in -Appropriate appearance -Present yourself with enthusiasm -Have credentials ready -Be brief or arrange appointment	1. Have students role play a personal visit to a business to inquire about employment. 2. Have students read Instruction Sheet II "Making Contacts By Personal Visits" (V-Module ES-4) 3. Have class develop guidelines for dress if an applicant plans to use the "walk-in" approach.	P: pp.58-59

COURSE: Competency Based-Employability Skills

UNIT TITLE: Preparation for Employment

UNIT LENGTH:

COMPETENCY: 006. Investigate sources for possible employment opportunities.	COMPETENCY-BASED TEST ITEMS

INSTRUCTIONAL OBJECTIVES: The student will

006- 06 utilize "help wanted" ads in a job search.

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
Sources of "want ads" -Newspapers (especially Sunday) -Professional journals and magazines Reading "want ads" -Abbreviations -Vocabulary -Location of ads -Order of ads Using "want ads" -Selecting appropriate ads -Telephoning for an interview -Writing a letter of application -Sending a resume	1. Show transparencies of types of want ads. Analyze vocabulary used in each. 2. Give students list of abbreviations used in want ads. T: p.28. Have students write complete word next to abbreviation. O: p.23. 3. Give students sample help wanted ads. T: pp.33-35. Provide questions to be answered about content of ad. X: p.60. 4. Practice reading a want ad and rewrite information included in complete sentences (Exercises O: pp.25-28) 5. Have students complete (B: student workbook p.101) Written activities (C: student workbook p.254) 6. Give students newspaper "Help Wanted" sections. Have them examine them for ads of interest by answering these questions: Name the job Qualifications Pay Who to contact How to contact Experience Have them project the next steps to be followed if they were interested in applying for job. 7. Have students select a want ad from newspaper and practice writing a letter of application for the position. 8. Have student role play telephoning for an interview based on a want ad.	L: pp.29-30 M: pp.7-9, 26 P: p.20 T: pp.19-20, 25-30

COURSE: Competency-Based Employability Skills

UNIT TITLE: Preparation for Employment

UNIT LENGTH:

COMPETENCY: 006. Investigate sources for possible employment opportunities.	**COMPETENCY-BASED TEST ITEMS**

INSTRUCTIONAL OBJECTIVES: The student will

006-07 understand the functions and use of employment services.

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
Public employment agencies (State Employment Services) -Organized by Department of Labor in each state -Functions .Coordinates information on jobs within each state and among states .Matches jobs and people .Provides testing .Does referrals .Recruits jobs and applicants -No fee	1. Give students printed information on public and private employment agencies including application forms. Discuss application form as a contract. 2. Discuss with students ways temporary employment services may lead to permanent positions. 3. Show a transparency of an ad from an agency. Compare the words "fee", "fee paid", "no fee". Discuss the process for contacting an agency, the contracts and fees.	A: P: pp.23-24 U: p.22
Private employment agencies -Exist for profit -Functions .Assists companies and businesses -Lists jobs available -Selects and screens applicants -Advertises positions -May serve a specific career field .Assists applicants -Provides testing and counseling -Helps with applications and resumes -Advises on interviewing tactics -Provides interviews for jobs -Charges a fee .Required .Application is a contract .May be paid by applicant or the company	4. Invite guest speakers from the State Employment Service, a private employment agency, and an employment service offering "temporary" jobs to describe the services offered and procedures used. Be certain that contracts and legal aspects of contracts are discussed.	P: pp.25-26
"Temporary" Employment Services		

COURSE: Competency-Based Employability Skills

UNIT TITLE: Preparation for Employment

UNIT LENGTH:

COMPETENCY: 006. Investigate sources for possible employment opportunities.	COMPETENCY-BASED TEST ITEMS

INSTRUCTIONAL OBJECTIVES: The student will

006- 08 analyze procedures for determining the job openings to pursue.

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
Considering job openings -Evaluate personal interests -Evaluate personal abilities and experiences -Examine career goals .Education needed .Skills needed .Training needed -Examine strengths and weaknesses -Examine situation in which work is to be done -Compare with requirements of jobs	1. Show students transparencies "What Work Am I Suited For?" W: p.123. 2. Show filmstrip "Work Activities" (D: pp. 135-138) and "Work Situations" (D: pp. 153-155). Discuss with class attitudes and situations of workers depicted and ask students to evaluate whether they would pursue a similar job. 3. Have students list the 10 types of work activities listed (D: pp.140-145) and write their experiences and activities for each category. 4. Have students read D: pp.156-163 and draw conclusions about the work settings that would be most appropriate for them. 5. Have students ask a worker who does a job of interest to them, the questions (D: pp.226-227) to determine if this is the kind of job they might like to pursue some day.	C: p.25 D: pp.132-167,224-242

COURSE: Competency-Based Employability Skills

UNIT TITLE: Preparation for Employment

UNIT LENGTH:

COMPETENCY: 007. Examine the need for and uses of a letter of application.	COMPETENCY-BASED TEST ITEMS

INSTRUCTIONAL OBJECTIVES: The student will

007- 01 analyze the purposes for and intent of letters of application.

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
Before applying for a job -If requested by the company -If company is out of town -To inquire about possible jobs When applying for a job -To accompany a resume -To provide additional information -To introduce yourself -To differentiate yourself from other applicants in an effort to get an interview -To be interviewed by your family's friends -To answer a newspaper ad -To request an interview Reasons letters are requested -To screen applicants	1. Have student read C: pp.33-36, D: pp.395-397. 2. Discuss situations in which letters of application are needed.	A; pp.214-217 C: pp.33-36 D: pp.395-397

COURSE: Competency-Based Employability Skills

UNIT TITLE: Preparation for Employment

UNIT LENGTH:

COMPETENCY: 007. Examine the need for and uses of a letter of application.	COMPETENCY-BASED TEST ITEMS

INSTRUCTIONAL OBJECTIVES: The student will

007- 02 identify information which may appear in a letter of application.

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
First paragraph -Reason for letter -Where applicant learned about the job Second and third paragraphs -State unique qualifications -Personal strengths and skills -Pertinent experiences Last paragraph -Request for interview -Ways to be contacted -Thanks for consideration	1. Have students read B: pp.30-35. 2. Have students examine sample letters and describe information written in each part of the letter. 3. Show students letter of application D: p.396. Discuss what to include and what not to include in letter. 4. Have class make an outline list of information needed in letter.	A: p.215 B: pp.30-34

COURSE: Competency-Based Employability Skills

UNIT TITLE: Preparation for Employment

UNIT LENGTH:

COMPETENCY: 007. Examine the need for and uses of a letter of application.	COMPETENCY-BASED TEST ITEMS

INSTRUCTIONAL OBJECTIVES: The student will

007- 03.1 suggest characteristics of a well prepared letter of application.

007- 03.2 practice methods of writing and mailing letters of application.

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
Content of letter of application -Sell yourself to potential employer .Relate your abilities to employer needs .Explore why you want to work there .Enclose resume -Request an interview -Tell how you may be contacted -Express thanks for consideration Mechanics of writing -Typed .Block or modified block style .No smudges .No typographical errors -Correct grammar and spelling -Write a first draft -Correct and re-write -Have it proofread Guidelines for writing -Be clear and concise -Be neat and accurate -Use your own words	1. Prepare a transparency of correct letter and envelope formats for students to study. 2. Demonstrate proper letter-folding techniques. 3. Have students select a "Help Wanted" ad and 1) write a letter of application in response, 2) draw and address the envelope. 4. Provide a checklist for students to evaluate their letters (Sample V-ES-5) or have students trade papers and evaluate. 5. Have students complete appropriate worksheets. (A: student workbook pp.89-90) (C: student workbook pp.33-36)	C: pp.34-35 B: p.34 A. pp.214-217 V: Module ES-5 U: p.23

COURSE: Competency-Based Employability Skills

UNIT TITLE: Preparation for Employment

UNIT LENGTH:

COMPETENCY: 008. Analyze varied job applications and their influence on employment.	COMPETENCY-BASED TEST ITEMS

INSTRUCTIONAL OBJECTIVES: The student will

008- 01 examine the categories of information needed to complete an application.

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
Personal information -Name -Date of birth -Social Security number -Complete address -Telephone number -Whom to contact in emergencies -Health Job or career goal Employment history -Dates -Places -Phone number -Name of supervisor -Paid and unpaid employment Skills Education and training -Schools -Dates of attendance -"Best" subjects -Courses geared toward job desired -School activities Leisure activities -Clubs -Special interests -Volunteer work References -Names -Addresses -Phone numbers -Occupations Signature Variations in forms -"Prescreening" forms -Long forms	1. Have students examine application forms C: pp.31-32, A: pp.230-233 2. Show transparency of varieties of job application forms to compare information requested. (Sample P: p.66) 3. Have students compile a vocabulary list of words and definitions from job applications and write sentences using words. 4. Have students practice spelling words needed on application forms. 5. Give abbreviation list of words found on applications. (P: p.64, U: p.12) Have students write the complete word the abbreviation stands for. 6. Give students a worksheet to complete for themselves, detailing information which may be asked on an application.	A: pp.229-233 U: pp.6-21, 25-48 M: pp.17-22 B: pp.26-27

COURSE: Competency-Based Employability Skills

UNIT TITLE: Preparation for Employment

UNIT LENGTH:

COMPETENCY: 008. Analyze varied job applications and their influence on employment.	**COMPETENCY-BASED TEST ITEMS**

INSTRUCTIONAL OBJECTIVES: The student will

008- 02 demonstrate varieties of well-completed applications

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
Indicates ability -To follow directions -To read -To understand written instructions -To formulate answers -To organize -To be neat -To be thorough -To write clearly and effectively Provides basic information Creates a good impression -Neat -Complete and accurate -Shows care Guidelines for completion -Read entire form before beginning -Follow instructions -Be accurate about information -Be neat -Complete all questions .Use "N/A" when necessary -Spell correctly -Sign if requested -Proofread -Type or print as requested -Be brief	1. Use "Student Self-Check I" (V Module ES-6) to practice neatness and indicate effects of sloppiness on application.	A: p.229
	2. Have students practice application writing techniques. (C: student workbook pp.28-32)	
	3. Give students a completed sample application. Have students predict characteristics of applicant from way application was prepared.	
	4. Give students application forms to complete. (Samples: V-Module ES-6) P: pp. 69-74.	
	5. Have students do exercises B: student workbook pp.11-17.	A. pp.229-234 C: pp.28-30 V: Module ES-6
	6. Provide a checklist for a correctly completed application form. Have student exchange completed applications and evaluate each other's work. (Evaluation device E: p.43, O: p.79)	

COURSE: Competency-Based Employability Skills

UNIT TITLE: Preparation for Employment

UNIT LENGTH:

COMPETENCY: 009. Analyze the functions and importance of the interview, its process, and components.	COMPETENCY-BASED TEST ITEMS

INSTRUCTIONAL OBJECTIVES: The student will

009- 01 discuss the purpose of the interview.

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
Purposes for the applicant -To describe abilities and attributes .Relationship to job applied for ."Sell" yourself -To express interest in position and company -To learn about the job -To learn about the company Purposes for the employer -To determine if applicant is right for the job .Possesses needed skills or can learn them .Can get along with people .Why job is desired; career goals .Has appropriate personal work ethics	1. Have students examine the interview process from the perspective of both employer and applicant. Have class list from each perspective what they hope the interview will reveal. 2. Have students mentally prepare for hypothetical job interview. Ask them to write what information they hope interviewer will learn about them from the interview. 3. Assign reading (D: pp.402-403) on purposes of the interview. 4. Discuss with class how human relationship skills are perceived in the interview process.	G: pp.23-26 D. pp.402-403

COURSE: Competency-Based Employability Skills

UNIT TITLE: Preparation for Employment

UNIT LENGTH:

COMPETENCY: 009. Analyze the functions and importance of the interview, its process, and components.	COMPETENCY-BASED TEST ITEMS

INSTRUCTIONAL OBJECTIVES: The student will

009-02 analyze the types of interviews encountered during a job hunt.

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
Direct "information gathering" approach -Questioned specific to resume .Reason for working or leaving .Details of background -Pitfalls .Defensiveness .Lack of rapport -Corrective strategies .Answer with explanations .Encourage discussion .Ask questions	1. Describe each method of interviewing to the class by providing a script for students to read or by preparing interviews on tape for students to hear. 2. Compare the interview styles by writing on a chart or transparency the characteristics, pitfalls and possible corrective strategies.	P: p.95
"Selling the company" approach -Interviewer centered .Talks about company -Pitfalls .A lack of opportunity for applicant to speak -Corrective strategies .Summarize company needs and relate to abilities	3. Enable students to role play ways of turning difficult interviews around to their advantage by using corrective strategies. 4. Discuss the following interview situations a. Formal interviews b. Informal interviews c. Walk-in interviews	P: p.96
Non-directed approach -Applicant centered .Few questions asked -Pitfalls .Lack of rapport .Not focused, ambiguous -Corrective strategies .Ask questions about company .Use information to sell skills and abilities	5. Discuss the information contained in the content outline as it affects each of the interview situations listed in paragraph 4 above.	P: p.97
Short interview -Interviewer lacks time -Pitfalls .Inability to present credentials -Corrective strategies .Give answers with explanations and examples -Reschedule interview -Ask questions to encourage discussion		

COURSE: Competency-Based Employability Skills

UNIT TITLE: Preparation for Employment UNIT LENGTH:

COMPETENCY: 009. Analyze the functions and importance of the interview, its process, and components.	COMPETENCY-BASED TEST ITEMS

INSTRUCTIONAL OBJECTIVES: The student will

009-03 analyze the stages of the interview process.

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
Preparing for the interview -Write name of interviewer and location -Gather information about company -Prepare to answer questions -Arrange reliable transportation -Take needed items .Pencil and pen .Social Security number .Licenses, diplomas, or certificates .Work permit, if needed .Information to complete application .List of questions to ask .Name and title of interviewer	1. Give students "Final Checklist Before the Interview" Instruction Sheet V. V: Module ES-8 2. Have student complete a "Personal Data Sheet" including: name, address, phone, height, weight, social security number, age, date of birth, place of birth, driver's license number, schools attended and dates and address, references (name, address, job, phone) to take with them to job interviews. 3. Have students practice follow up phone calls (N: pp.46-51)	N: pp.1-38,46-51 B. p.39 C: pp.28,38 L: pp.34-36 Y: p.9 A: pp.236-239 B: p.43
Beginning the interview -Be on time -Go alone -Show courtesy to everyone -Check appearance -Introductions .Shaking hands .Being seated		
Information to be obtained by employer -Applicant's motivations for applying -Applicant's qualifications		B: pp.44-46
Questions to be asked by applicant -Responsibilities of the job -Expectations of employer -Compensation and benefits -Appearance requirements -Future advancement -Further stages of interview process		
Closure of the interview -Statement by the interviewer -Expression of thanks by applicant -Reference to decision of job offer		B: p.45
Follow up -By the company .Check of references -By the applicant .Self analysis of interview -Strengths and weaknesses .Telephone call to interviewer .Letter of thanks .Personal visit		A: pp.240-243 B: p.48 C: p.43

COURSE: Competency-Based Employability Skills

UNIT TITLE: Preparation for Employment

UNIT LENGTH:

COMPETENCY: 009. Analyze the functions and importance of the interview, its process, and components.	COMPETENCY-BASED TEST ITEMS

INSTRUCTIONAL OBJECTIVES: The student will

009-04 discuss the effect of conducting research about the company and/or industry before the interview.

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
Sources of information about company -Literature supplied by company -Chamber of commerce -Industrial foundation -Employees (present and former)	1. Assign or have students choose a company or industry to research. Have them locate information and report to class about the company and sources of information for their report. 2. Have students predict interview results when applicant knows little about company. 3. Have students practice responding to question, "Tell me what you know about our company," which may occur during a job interview.	V: Module ES-8

COURSE: Competency-Based Employability Skills

UNIT TITLE: Preparation for Employment

UNIT LENGTH:

COMPETENCY: 009. Analyze the functions and importance of the interview, its process, and components.	COMPETENCY-BASED TEST ITEMS

INSTRUCTIONAL OBJECTIVES: The student will

009- 05 predict some questions the applicant should direct to the employer while being interviewed.

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
Topics to explore through questions -Work hours -Duties to be performed -Chain of command -Dress codes/uniforms -Advancement opportunities -Salary and payment schedule -Fringe benefits .Vacation .Insurance .Retirement plans -Preemployment testing	1. Give students a want ad or a job description. Have them write a list of questions to ask during interview. 2. Discuss with students certain questions not to be asked during interview. 3. Discuss tactful ways to ask difficult questions. 4. Have students select a job for which they might like to apply. Ask them to write a list of questions to ask during the interview process.	V: Module ES-8

UNIT TITLE: Preparation for Employment

UNIT LENGTH:

COMPETENCY: 009. Analyze the functions and importance of the interview, its process, and components.	COMPETENCY-BASED TEST ITEMS

INSTRUCTIONAL OBJECTIVES: The student will

009- 06 examine the influence of personal appearance on the job interview process.

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
Clothing -Appropriate for job desired -Clean and pressed -Neat and in good repair -Minimal jewelry -Conservative -Shined shoes General appearance -Effects of first impressions -Reflects attitude toward self and work -Representing company to the public Grooming -Appropriate to job desired -Cleanliness and body hygiene -Condition of hair and skin -Make-up -Oral hygiene -Weight -Facial hair -Hands and nails -Avoid overpowering scents -Smoking -Gum	1. Have students bring to class pictures of what they believe to be appropriate appearance for a job interview. Have them discuss factors in each that support their belief. Compile with the class a list of key phrases to describe appropriate dress for an interview. 2. Have students complete worksheet on grooming for interviews (A: worksheet pp.91-94) or (B: worksheet p.28) and/or (C: worksheet pp.138-139) 3. Prepare a bulletin board that depicts right and wrong ways to dress for job interview. Use magazine pictures to illustrate. 4. Provide want ads. Have students write, draw or attach a picture of someone dressed appropriately for the interview. 5. Have students come to class dressed as they would for a specific job interview. Evaluate their appearance. Provide an evaluation device to help students determine if they are dressed and groomed appropriately.	A: pp.223-224 B: p.41 G: pp.45-48 A: pp.218-222

UNIT TITLE: Preparation for Employment UNIT LENGTH:

COMPETENCY: 009. Analyze the functions and importance of the interview, its process, and components.	COMPETENCY-BASED TEST ITEMS

INSTRUCTIONAL OBJECTIVES: The student will

009- 07 interpret the influence of body language upon the interview.

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
Non-verbal communication -Posture .Shows alertness .Affects listening .Affects attentiveness -Eye contact .Interviewer senses alertness .Staring makes people uncomfortable .Increases ability to understand message -Other .Nodding .Fidgeting .Chewing gum .Smoking	1. Have two students role play a job interview twice: once indicating attentive body language; once indicating lack of attentiveness. Have students observe and note the various behaviors. Ask players to describe feelings they had as behaviors were acted. 2. Have class compile a list describing the traits of a good listener. 3. Show transparencies to indicate examples of body language and its effects. (Transparency #4 - J: "Effective Communication" pp.38-41). Have students complete exercises pp.29-30. (B: student workbook)	B: p.60 C: p.40

COURSE: Competency-Based Employability Skills

UNIT TITLE: Preparation for Employment

UNIT LENGTH:

COMPETENCY: 009. Analyze the functions and importance of the interview, its process, and components.	COMPETENCY-BASED TEST ITEMS

INSTRUCTIONAL OBJECTIVES: The student will

009- 08 examine common problems which inhibit success of the interview.

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
Factors providing negative impact -Inappropriate appearance -Negative attitude -Discourteous behavior -Negative body language .Lack of eye contact .Inability to develop rapport .Interest in job limited to salary and benefits -Poor self-confidence -Dishonesty and evasiveness -Inappropriate language -Lack of job goal or career objective	1. Have students watch and listen to "The Do's and Don't's of Your Job Interview." (S) 2. Have students read C: pp.44-45, 47-50 or B: pp.50-51. Hold a discussion which details reasons individuals don't get hired after an interview. 3. Have students examine cartoons (B: pp.41-45) and discuss how behavior represented impacts on interview.	P: pp.100-101,103

COURSE: Competency-Based Employability Skills

UNIT TITLE: Preparation for Employment

UNIT LENGTH:

COMPETENCY: 009. Analyze the functions and importance of the interview, its process, and components.

COMPETENCY-BASED TEST ITEMS

INSTRUCTIONAL OBJECTIVES: The student will

009- 09.1 describe methods for achieving a good interview.

009- 09.2 demonstrate methods for achieving a good interview.

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
Ability to respond accurately and concisely -Advance preparation of questions and answers	1. Have students complete worksheets dealing with job interviews (A: student workbook pp.95-100) (C: student workbook pp.39-46) Have student do exercises pp.18-25. (B: student workbook)	
Effect of behaviors on interview -Introduction protocols .Arrivals and greetings .Seating .Shaking hands .Punctuality	2. Give students written samples of interview questions with blank lines for them to write in applicant responses. (Z: pp.77-88)	G: pp.23-26,32-43 B: pp.42-45,50-51
.Eye contact .Respect for interviewer's desk .Smoking -Speaking skills	3. Give students written or taped samples of interviews to evaluate. (E: pp.50-52) (Y: pp.17-80)	V: Module ES-9
.Using clear, audible speech .Not interrupting	4. Have students read and discuss C: pp.37-42.	
.Being polite .Answering questions asked .Maintaining eye contact .Not exaggerating abilities .Keeping conversation to interview topics	5. Give students a list of questions commonly asked during job interviews. Have them role play to practice responses. V: Module ES-8, Instruction Sheet IV pp.89-90	
Resolving conflict or harrassment during the interview	6. Give students a list of difficult questions and problems sometimes encountered in interviews such as: difficulties in previous job or with boss, lack of training for job, financial concerns, handicaps, personal problems and sexual innuendos. Discuss solutions and ways to handle. (P: pp.91-93)	G: p.38
	7. Have students role play job interviews. Observers should evaluate using a critique sheet. (Example: N: p.41) If available, record on audio cassette or videotape for self-evaluation.	

COMPETENCY: 009. Analyze the functions and importance of the interview, its process, and components.	COMPETENCY-BASED TEST ITEMS

INSTRUCTIONAL OBJECTIVES: The student will

009- 10 examine follow-up procedures upon completion of the interview.

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
Interview closure and follow-up -Verbally thank the interviewer -Send a letter .Express thanks for the interview .Show interest in the position .Briefly relate your abilities to the job -Follow up call . 5 - 7 days after interview Consideration factors before acceptance -Suitability of work for skills and interests -Hours and work schedule -Fringe benefits -Money -Training to be provided -Possibilities for advancement -Location; commuting time -Work environment	1. Have students read C: p.43 about interview follow up. 2. Discuss with students possible effects of a follow up letter. 3. Provide sample follow up letter for students to study. Have them write a follow up letter. 4. Provide case study situations that depict variations in compensation, training, advancement, work schedule, etc. Have students analyze and discuss compromises often made as jobs are accepted.	V: Module ES-9

COURSE: Competency-Based Employability Skills

UNIT TITLE: Preparation for Employment

UNIT LENGTH:

COMPETENCY: 009. Analyze the functions and importance of the interview, its process, and components.	COMPETENCY-BASED TEST ITEMS

INSTRUCTIONAL OBJECTIVES: The student will

009- 11 recognize the function and value of employment tests.

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
Purposes of employment tests -Determines ability to perform work -Facilitates matching employees to work environment	1. Give students a series of case studies of individuals who took employability tests and did not achieve well. Have students analyze reasons for poor performance. (V: Module ES-7 Supplemental) 2. Discuss with students strategies for taking tests effectively. (Z: p.98 P: pp.82-85) 3. Give students samples of pre-employment tests for practice. (W: pp.275-299 or obtain from local companies.)	P: pp.76-85
Types of employment tests -Psychological tests .Personality .Intelligence .Interest inventories -Aptitude tests .Mechanical ability .Clerical ability .Language ability .Reasoning ability .Mathematical ability .Other special abilities -Clerical tests .Typing .Shorthand .Others		
Guidelines for taking employment tests -Be rested -Complete all parts of test -Answer as many questions as possible .Don't take too long on difficult questions -Follow directions -Have necessary equipment/tools/materials		V. Module ES-9 Supplemental Z: p.98 P: pp.82-85

COURSE: Competency-Based Employability Skills

UNIT TITLE: Workers' Rights and Responsibilities

UNIT LENGTH:

COMPETENCY: 010. Analyze types of forms that may be required in the employment process and their purposes.	COMPETENCY-BASED TEST ITEMS

INSTRUCTIONAL OBJECTIVES: The student will

010- 01.1 describe the need for and uses of paycheck deductions.

010- 01.2 practice methods of completing a federal government W-4 form (Employees' Witholding Allowance Certificate).

010- 01.3 practice methods of completing a state government form N.C.4

CONTENT OUTLINE

Paycheck deductions
- -Income tax (witholding tax)
  - .Federal
  - .State
- -Social Security tax (FICA)
- -Other
  - .Life insurance
  - .Medical insurance
  - .Pension
  - .Charity
  - .Savings

Why taxes are needed
- -Federal government spending
- -Social Security
- -State government spending

How taxes are paid
- -Witheld from paycheck
- -Filed annually with IRS

Vocabulary
- -W-4 form
- -N.C. 4 form
- -Legally separated
- -Spouse
- -Nonresident alien
- -Allowances
- -Deductions
- -Exempt

Procedures for completion

LEARNING/TEACHING ACTIVITIES

1. Assign readings on taxes and deductions:
   A: pp.192-195
   B: pp.232-233
   C: pp.242-243
2. Have students complete worksheets on paycheck deductions.
   (A: student workbook pp.81-82)
   (B: student workbook pp.111-113)
   (C: student workbook p.210)
3. Discuss with class government services provided by taxation.
4. Describe the need to pay taxes and penalties for failure to do so.
5. Provide a transparency of a paycheck stub for students to examine. Discuss the deductions indicated on the stub and their use.
6. Have student read A: pp.194 & 426 and C: p.246.
7. Have students write definitions for the appropriate vocabulary words.
8. Have students describe the need for a W-4 form.
9. Assign activities C: student workbook pp.212-214.
10. Provide sample W-4 forms to study.
11. Have students complete a W-4 form for their present situation.
12. Provide sample N.C. 4 forms for students to examine. Discuss information needed to complete one.
13. Differentiate the W-4 form from N.C. 4 form.
14. Provide sample N.C. 4 forms for students to complete.

REFERENCES/RESOURCES

V: Module ES-13

A: pp.192-195
B: pp.232-233
C: pp.241-243

A: pp.194 & 426
C: p.246

COURSE: Competency-Based Employability Skills

UNIT TITLE: Workers' Rights and Responsibilities **UNIT LENGTH:**

COMPETENCY: 010. Analyze types of forms that may be required in the employment process and their purposes.	**COMPETENCY-BASED TEST ITEMS**

INSTRUCTIONAL OBJECTIVES: The student will

010- 02 identify other types of forms that one may encounter in the job market.

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
Types of forms -Insurance forms .Beneficiaries .Policy ownership -Retirement .Vesting -Contracts -Agreements -Waivers -Detailed personal histories Legal implications	1. Describe to the class each category for which forms may be needed. 2. Have students complete a worksheet which - defines each term - explains its use in relation to employment situations - describes legal implications (C: pp.214-19, 223) 3. Invite a lawyer to discuss legal aspects of each type of form, including the need to read papers thoroughly before signing.	C: pp.214-215,219, 223

COURSE: Competency-Based Employability Skills

UNIT TITLE: Workers' Rights and Responsibilities

UNIT LENGTH:

COMPETENCY: 011. Identify and develop an appreciation for fringe benefits to the employee.	COMPETENCY-BASED TEST ITEMS

INSTRUCTIONAL OBJECTIVES: The student will

011- 01 identify fringe benefits that may be offered to the employee.

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
Types of benefits -Paid time off .Vacations .Holidays .Funeral leave .Maternity leave .Sick leave .Breaks .Leaves of absence -Insurance .Life .Health .Dental -Goods and services .Discount buying .Use of athletic facilities .Access to teams and clubs .Educational assistance .Paid moving expenses .Legal aid .Parking or transportation .Company car .Uniforms -Pension -Money .Profit sharing .Bonuses .Stock purchase .Expense accounts	1. Have students read about fringe benefits. (A: pp.413-417) 2. Have students do exercise p.100 (B: student workbook). 3. List and explain varieties of fringe benefits to students. Provide examples.	A: pp.413-417 B: p.81 B: p.199 P: p.122

COMPETENCY: 011. Identify and develop an appreciation for fringe benefits to the employee.	COMPETENCY-BASED TEST ITEMS

INSTRUCTIONAL OBJECTIVES: The student will

011- 02 differentiate between salary alone and salary plus the fringe benefit package.

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
Analysis of fringe benefits -Convert to financial comparables -Compare "convenience" benefits with financial benefits	1. Describe two jobs to students: one that provides a salary with no fringe benefits, one that has a lower salary, but certain fringe benefits. Discuss which is the better job. 2. Have students research a job they have, or are interested in. Have them list benefits and evaluate them as financial benefits or convenience benefits. 3. Have students complete worksheet. (A: student workbook, pp.161-162) 4. Create a bulletin board titled "Which Job Would You Choose?" On one half describe a job and salary. On the other half describe a job and salary and fringe benefits.	V: Module ES-9

UNIT TITLE: Workers' Rights and Responsibilities UNIT LENGTH:

COMPETENCY: 011. Identify and develop an appreciation for fringe benefits to the employee.	COMPETENCY-BASED TEST ITEMS

INSTRUCTIONAL OBJECTIVES: The student will

011- 03 show awareness of the value of an educational assistance program to employment and advancement.

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
Educational assistance benefits -Financial advantages -Opportunity to continue education while working -Preparation for career advancement	1. Provide students with costs of continuing education if they were to pay for it themselves. Compare with programs offered by some companies. 2. Invite a guidance counselor to discuss with students the relationship between education and advancement. 3. Describe career paths within companies including the relationship of education to advancement.	A: p.415

UNIT TITLE: Workers' Rights and Responsibilities UNIT LENGTH:

COMPETENCY: 012. Analyze the use of and factors that may be included in a job description.	COMPETENCY-BASED TEST ITEMS

INSTRUCTIONAL OBJECTIVES: The student will

012- 01 interpret the need for a job description.

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
Purpose of a job description -Explains job responsibilities -Defines authority patterns -Eliminates confusion -Gives direction to work -Explains what employer will provide to worker Types of job descriptions -Given in writing -Explained verbally Importance of a job description -Rights and responsibilities -Career development	1. Give students a sample job description to read and analyze. 2. Have students form groups to write job descriptions for being a student, including all information needed. 3. Have students predict what might occur if they were hired for a job that had no description. 4. Have students share work experiences in which confusion resulted because they were not given a clear idea of what was expected (example: babysitting, car washing).	J: Authority and Responsibility, p.24 Workbook section

COURSE: Competency-Based Employability Skills

UNIT TITLE: Workers' Rights and Responsibilities

UNIT LENGTH:

COMPETENCY: 012. Analyze the use of and factors that may be included in a job description.	COMPETENCY-BASED TEST ITEMS

INSTRUCTIONAL OBJECTIVES: The student will

012- 02.1 analyze the influence of the job description on the employee.

012- 02.2 interpret, using a job description, the working conditions in which the employee will function.

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
Information included in job description -Title of job -Name of supervisor -List of responsibilities, requirements, and duties .General .Specific -Other conditions .Physical setting .Hours and days worked .Psychological setting .Seasonal .Environmental -Location .Social setting -Types of equipment used -Evaluation methods .Standards of behavior	1. Give students a sample job description. Have them complete a worksheet to answer these questions about the job: What is the title of the job? To whom will the worker report? What duties will be performed? How will employee be evaluated? Where will employee work? What hours will employee work? Describe special conditions under which employee will work. Will employee work with any specific equipment?	J: Authority and Responsibility, pp. 26-27 Workbook section

COMPETENCY: 013. Interpret the influence that policies, chain of command, and grievance procedures have on the employee.	COMPETENCY-BASED TEST ITEMS

INSTRUCTIONAL OBJECTIVES: The student will

013- 01 describe policies companies may have and their influence on employees.

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
Work policies of companies -Working hours -Salary and wages -Fringe benefits -Dismissal policies	1. Show students the definition of regulations (D: p.244). Have them list regulations which apply to school. Relate similar regulations in work settings. Discuss need to abide by work policies.	I: pocket 6 A: pp.373-374
Employee rights and responsibilities -To understand policies and consequences if not followed .By reading policy manuals .By listening to co-workers and supervisors .By asking questions -To use grievance procedures -To understand the job in relation to the whole company	2. Have students answer questions 11-14 (D: pp.226-227) in relation to jobs they have had or as they now function as family members. 3. Provide information from company policy manuals to highlight similarities and differences between company policies. 4. Enable students to play "The Paper Clip Game". (D: pp.246-254)	
Comparison of school policies and work policies		

COURSE: Competency-Based Employability Skills

UNIT TITLE: Workers' Rights and Responsibilities UNIT LENGTH:

COMPETENCY: 013. Interpret the influence that policies, chain of command, and grievance procedures have on the employee.	COMPETENCY-BASED TEST ITEMS

INSTRUCTIONAL OBJECTIVES: The student will

013- 02.1 suggest the meanings of chain-of-command.

013- 02.2 show an awareness of how chain-of-command operates.

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
Organization charts -Show how departments in a company fit together -Indicate bosses or supervisors -Provide awareness of how one job fits the whole -Shows tracks for promotion -Indicates responsibilities of workers	1. Give students a drawing of a hypothetical organization and job function. Ask them to work in groups to determine where staff fits in job chart. Discuss with the class reason for this chain-of-command and structure.	J: Working in Organizations, pp.15-20
Informal organizations Formal organizations	2. Ask students to suggest ways to figure out how the chain-of-command operates when there is no organizational chart. Have students discuss the ways poor job performance affects the chain.	
Relationship with boss -Respect authority	3. Show transparency #3 "The Informal Organization" (J: Authority and Responsibility, P: p.21) and discuss.	R: III-p.52
	4. Give students a series of problems that may occur in boss-employee relationships. Example: Boss points out errors in work. Boss fails to give adequate direction. Employee has an idea to improve work environment. Boss sexually harrasses employee. Hold a discussion on ways to resolve issues within the organizational hierarchy	

COURSE: Competency-Based Employability Skills

UNIT TITLE: Workers' Rights and Responsibilities **UNIT LENGTH:**

COMPETENCY: 013. Interpret the influence that policies, chain of command, and grievance procedures have on the employee.	COMPETENCY-BASED TEST ITEMS

INSTRUCTIONAL OBJECTIVES: The student will

013-03 analyze varied forms of grievance policies and procedures and their effects on employers and employees.

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
Informal grievance approach -Speaking directly to person involved -Meetings between individual and supervisor -Suggestion box -Positive effects .Improved interpersonal communication .Avoidance of escalating problem Formal grievance procedure -By employees .Committee approach .Grievance in writing .Hearing .Upper level management .Courts -By employers .Verbal warning .Written warning .Suspension .Dismissal	1. Have students read and discuss a case study illustrating the informal approach to problem solving. (A: p.333) 2. Have students write a paragraph called "My Problem With ______ And How I Solved It." Have them relate this experience to the informal approach described. 3. Have students read A: pp.33-34 and 372-374 then compare and contrast problem solving techniques. 4. Have students create a chart showing advantages and disadvantages of formal and informal approaches. 5. Describe and discuss implications of stages in the grievance process.	A: pp.333-334, 372-374

COURSE: Competency-Based Employability Skills

UNIT TITLE: Workers' Rights and Responsibilities

UNIT LENGTH:

COMPETENCY: 014. Analyze the influence of employee and employer rights.	COMPETENCY-BASED TEST ITEMS

INSTRUCTIONAL OBJECTIVES: The student will

014-01 examine content and intent of laws that pertain to employee-employer rights.

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
Labor laws -Child labor provisions .Sets minimum age for work .Determines safe work by age .Sets wages .Prohibits hazardous work -Work permits	1. Assign readings on labor laws: A: pp.186-191, 394-399. 2. Have students complete worksheets on labor laws. (A: student workbook pp.153-156)	A: pp.186-191
Occupational Safety and Health Act Minimum Wage and Hour Law -Federal minimum wage .Basic wages .Overtime .Tips .Below minimum wages -Students -Individuals covered -Businesses covered -Workweek defined	3. Have students answer these questions pertaining to their personal work options: - What kind of work is someone my age allowed to do? - What hours or days am I allowed to work? - Why are there job restrictions for someone my age? What are they? 4. Provide problems for students to compute earnings: Example: Minimum wage X no. of hours worked = $? 5. Discuss with students the relationship of tips to salary provided directly by employer.	C: pp.121-122,162 P: p.128 V: Module ES-10

COURSE: Competency-Based Employability Skills

UNIT TITLE: Workers' Rights and Responsibilities

UNIT LENGTH:

COMPETENCY: 014. Analyze the influence of employee and employer rights.	COMPETENCY-BASED TEST ITEMS

INSTRUCTIONAL OBJECTIVES: The student will

014- 02 show an awareness of nondiscriminatory policies on employment.

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
Legal provisions for equal opportunity -Title VII-Civil Rights Act .Enforced by Equal Employment Opportunity Commission (EEOC) .Forbids discrimination on basis of sex, race, religion, or creed .Affirmative action plans -Equal Pay Act .Equal pay for men and women doing the same work .Enforced by Labor Department -Title IX-Educational Amendments 1972 .Affects schools receiving federal funds Vocabulary -Sex role stereotypes -Neutral job roles -Discrimination	1. Have students complete worksheets on aspects of job discrimination. (A: student workbook pp.139-144, 159-160) 2. Ask students to formulate definitions of sex role stereotyping. (R: III-55) 3. Using old magazines, have students make collages of job roles which have been stereotyped by sex. (R: III-55) 4. Have students make a classroom bulletin board of people performing work which show women doing "men's jobs" and vice versa. (R: III-55-56) 5. Give students a list of jobs that have been traditionally sex linked. Have them list specific duties of those jobs and consider why the old perspectives are outdated. (R: III-56,58) 6. Invite a guest speaker who performs a non-traditional job role to discuss equal employment opportunity. 7. Have students complete a worksheet (R: III-59) which shows impact of laws on sex discrimination.	A: pp.346-359,407-408 P: pp. 129,150-155

COURSE: Competency-Based Employability Skills

UNIT TITLE: Workers' Rights and Responsibilities

UNIT LENGTH:

COMPETENCY: 015. Compare the roles and effects of unions and professional organizations on employment.	COMPETENCY-BASED TEST ITEMS

INSTRUCTIONAL OBJECTIVES: The student will

015- 01 describe the influence of unions on the employer and the employee.

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
Types of unions -Closed shop -Union shop -Open shop Functions of unions -Bargain for wages -Monitor compliance with labor laws -Bargair for fringe benefits -Assist employees with job security .Fair termination practices .Relocation if jobs are cut .Seniority privileges -Assist in grievance procedures -Provide training and apprenticeships -May aid in job placement Types of union action -Collective bargaining -Strike -Pickets -Boycotts -Mediation -Voting	1. Give students worksheet "Joining a Labor Union" V Module ES-11 Supplemental which describes problems some workers face. Have them identify which problems unions can help resolve. 2. Have class brainstorm things workers expect from their jobs, and things employers expect from workers. Discuss with class how unions affect the interaction of the two lists. J: Working in Organizations pp.39-42. 3. Give students a role playing situation that demonstrates collective bargaining. Have them role play the conflict and resolve it. J: Working in Organizations pp.38-39. 4. Invite a union member to class to speak about the benefits of union membership, its costs and obligations of members. 5. Have students complete worksheet activities on unions (A: student workbook pp. 157-158) 6. Have student debate pros and cons of union membership. 7. Assign reading: C: pp.62-64.	C: pp.62-64 V: Module ES-11

COURSE: Competency-Based Employability Skills

UNIT TITLE: Workers' Rights and Responsibilities

UNIT LENGTH:

COMPETENCY: 015. Compare the roles and effects of unions and professional organizations on employment.	COMPETENCY-BASED TEST ITEMS

INSTRUCTIONAL OBJECTIVES: The student will

015- 02 discuss the role of professional and trade organizations.

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
Functions -Speak out for interests of members (lobby) -Publish a journal or newsletter -Advertise job openings Examples of professional organizations -American Medical Association -American Bar Association -National Education Association -American Home Economics Association	1. Have students do exercises C: student workbook p.61. 2. Have students write to professional or trade organizations of the career fields of interest to them for information and present this information to class. 3. Compare with students the functions of professional organizations with those of unions.	C: p.64

COURSE: Competency-Based Employability Skills

UNIT TITLE: Workers' Rights and Responsibilities

UNIT LENGTH:

COMPETENCY: 016. Examine the use of safety measures that may be followed by employers.	COMPETENCY-BASED TEST ITEMS

INSTRUCTIONAL OBJECTIVES: The student will

016- 01 analyze the types and purpose of safety measures used by some employers.

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
Value of safety procedures -Accidents are expensive .To the company .To the worker -Lose time from work -May be unable to work in future .To the consumer	1. Assign readings on safety A: pp.393-399, C: pp.161-163, B: pp.102-117. Have students complete activities on safety: A: student workbook pp.171-172 B: student workbook pp.47-56	B: p.116 C: p.156
Types of safety measures -Protective clothing and equipment -Safety inspections .Examination of equipment .Examination of environment -Safety standards -Accident prevention programs -Government protection .OSHA .Environmental Protection Agency	2. Have students create posters on the role of safety in a career of interest to them.	C: pp.161-162 V: Module ES-21,22,24
	3. Create a "safety awareness" bulletin board that has news clippings and articles that describe accidents in the workplace. Have students determine ways these could have been prevented. (C: teacher guide, p.46)	V: Module ES-23
	4. Provide a copy of OSHA requirements (A: p.395) Discuss obligations of employers toward worker safety.	A: pp.393-399

COURSE: Competency-Based Employability Skills

UNIT TITLE: Workers' Rights and Responsibilities UNIT LENGTH:

COMPETENCY: 016. Examine the use of safety measures that may be followed by employers.	COMPETENCY-BASED TEST ITEMS

INSTRUCTIONAL OBJECTIVES: The student will

016- 02 examine rights and responsibilities of the workers where safety measures are suggested.

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
Responsibilities of workers -Understand safety procedures -Follow safety procedures -Know your limitations -Read safety posters -Be aware of fire protection equipment and exits -Eat in a safe place -Don't work if sick or overtired -Wear safe clothing -Use tools, equipment, materials safely -Concentrate on work -Know what to do in emergencies -Be aware of danger levels in jobs -Avoid drugs or alcohol Rights of workers -Access to clean drinking water -Toilet facilities -Washing facilities -Easy access to fire exits -Clean work areas -Optional eating area -Protection from excessive noise -Safe work environment .Following OSHA standards .Training	1. Have students examine the picture in book (C: p.158) and describe five examples of unsafe dress by the worker. 2. Have student examine pictures (C: pp.110-111) and describe unsafe practices by workers. 3. Invite a fire marshall to discuss 1) fire prevention at work and 2) behavior during fires in the work place including appropriate use of a fire extinguisher. 4. Have students examine the picture (B: p. 108) of protective equipment (or provide real items if possible). Describe appropriate use of each. 5. Have students read B: pp.157-160. Discuss with students the effect of personal attitudes on safety.	B: pp.106-116 C: pp.157-160 V: Module ES-21,22,24 C: p.163 A: pp.393-394 A: p.398

COURSE: Competency-Based Employability Skills

UNIT TITLE: Success in the Job Market **UNIT LENGTH:**

COMPETENCY: 017. Analyze occupational pre-employment skills and attitudes in terms of job success.	COMPETENCY-BASED TEST ITEMS

INSTRUCTIONAL OBJECTIVES: The student will

017- 01.1 analyze communication skills in terms of job success.

017- 01.2 practice improving needed communication skills.

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
Reading and writing skills -Memos -Letters -Bulletin boards -Reports -Handbooks and manuals -Forms -Applications Speaking and listening skills -Giving and receiving instructions .Use of slang and profanity .Speech patterns vary with setting -Telephone skills .Answering .Taking messages	1. Enable students to evaluate their vocabulary abilities by having them complete exercises C: student workbook pp.79-84.	
	2. Give students a paragraph to explain. Have them say the same message to: parents, best friend, store clerk, clergy and teacher. Note different words used to convey the same meaning. Discuss types of language used in business world.	G: pp.6-7
	3. Have students role play answering telephone at a business office and taking messages with and without telephone message forms.	V: Module ES-17
	4. Have students practice communication skills by doing appropriate workbook exercises: A: student workbook, pp.103-114, C: student workbook, pp.126-129.	
	5. Using a transparency, describe to class elements of communication. J: Effective Communication, pp.10-12, 13-14.	
	6. Have students practice giving and receiving instructions: Create a barrier between two students and give each a set of building blocks. Have 1st student build something and give directions to other to imitate it. Discuss communication process with class.	
	7. Give students a letter to read and analyze ("A Letter from the Personnel Department", J: Effective Communication, p.24) What information is vague or omitted? Have them re-write to make it explicit.	
	8. Give students sample sentences and a letter that are "wordy". Have them re-write to be more concise. ("Student Worksheet #5, Concise Writing I and II, J: Effective Communication, pp.25-28)	
	9. Have class form pairs. Give one student a drawn design. Have him/her write instructions for drawing the design. Have the second read instructions and draw design. Discuss communication problems and frustrations in this activity and relate activity to a real situation in the working world. (J: Effective Communication, pp.29-33)	

COURSE: Competency-Based Employability Skills

UNIT TITLE: Success in the Job Market

UNIT LENGTH:

COMPETENCY: 017. Analyze occupational pre-employment skills and attitudes in terms of job success.

COMPETENCY-BASED TEST ITEMS

INSTRUCTIONAL OBJECTIVES: The student will

017- 02 examine personal values and work ethics in terms of job success.

CONTENT OUTLINE

Attitudinal factors
- -Consistency
- -Cooperation
  - .Willingness to do undesirable, but necessary tasks
  - .Helping others
  - .Following instructions
  - .Following safe practices
- -Dependability
  - .Punctuality
  - .Notifying employer if unable to work
- -Efficiency
  - .Time management
  - .Use materials wisely
- -Honesty
  - .Giving a full day's work
  - .Not taking company property
- -Initiative
  - .Seeking additional work
  - .Setting goals for self
  - .Working without close supervision
- -Enthusiasm
  - .Expressing energy for work
  - .Expressing desire to learn
- -Loyalty
  - .To company
  - .To supervisor
- -Creativity
  - .Willingness to try new ideas
- -Flexibility
  - .Working at strengthening weaknesses
  - .Willingness to accept criticism
  - .Asking for help
  - .Working under pressure
  - .Adjusting to changes in work situations

Personal factors
- -Appearance
- -Health
  - .Maintaining good health
  - .Freedom from drugs and alcohol

LEARNING/TEACHING ACTIVITIES

1. Have students complete case study evaluations (B: student workbook, pp.31-32)
2. Have students evaluate themselves using exercises (B: student workbook, pp.36-38)
3. Provide students with an evaluation form for their work habits like one in reference. V-Module ES-16
4. Give students case studies of individuals utilizing poor work habits to evaluate. V-Module ES-16
5. Using a checklist have students identify work habits which have positive and negative effects on job success.
   V-Module ES-15 Supplement
   V-Module ES-16 Supplement
6. Give students Instruction Sheet I V-Module ES-15 "When Would You Promote?" to enable them to relate attitudes to job success.
7. Have students read Instruction Sheet II V-Module ES-15 "Points to Ponder About Attitudes".
8. Have students write a specific example of the direct relationship of each attitudinal factor to job success and success in school.
9. Have student complete appropriate workbook activities on human relations skills
   A: student workbook pp.117-136
   C: student workbook pp.48-50
10. Have students read and discuss V: Module ES-12 Instruction Sheet I "Getting to Know the Job".
11. Have class brainstorm attitudes and personal practices which lead to success in a job. Assign one or more to students and have them illustrate the attribute by way of a cartoon, illustration or written paragraph.
12. Put each factor on paper in a "hat". Have students choose one, write a specific job problem situation related to it and explain to the class how implementing the skill affects successful performance of the job.

REFERENCES/RESOURCES

C: pp.53-57,73-74

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
	13. Have students read case studies such as those in reference F: pp.7-60. Hold discussions on each factor explored in the study being sure students understand: - mistakes made by workers in study - alternative behavior 14. Provide students with a character self-evaluation. (E: pp.22-24)	

COURSE: Competency-Based Employability Skills

UNIT TITLE: Success in the Job Market UNIT LENGTH:

COMPETENCY: 018. Analyze the effects of employee/employer relationships.	COMPETENCY-BASED TEST ITEMS

INSTRUCTIONAL OBJECTIVES: The student will

018- 01 examine authority images.

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
Theories of leadership -Theory X -Theory Y Styles of leadership -Autocratic -Democratic -Laissez-faire	1. Have students read aloud "A Conversation Between 2 Supervisors" illustrating Theory X and Y (J: Leadership, p.9) Discuss theories and impact on workers. 2. Have students read A: pp.340-342. Do activities on leadership styles in A: student workbook, pp.137-138. 3. Have students evaluate case study (C: student workbook, p.137) and complete questions. 4. Provide a case study for students to analyze about authority patterns (J: Interpersonal Relations, pp.13-18) 5. Use "Pins and Straws" exercise (J: Leadership, pp.12-20) to explore and discuss effects of leadership styles.	A: pp.340-342

COURSE: Competency-Based Employability Skills

UNIT TITLE: Success in the Job Market

UNIT LENGTH:

COMPETENCY: 018. Analyze the effects of employee/employer relationships.	COMPETENCY-BASED TEST ITEMS

INSTRUCTIONAL OBJECTIVES: The student will

018- 02 predict the expected behavior of a supervisor on the job.

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
Qualities of a good supervisor -Gives clear directions -Trains new employees -Follows through on promises -Is consistent -Treats workers fairly -Listens to workers -Considers best interests of workers -Demonstrates firmness when necessary -Demonstrates acceptable behavior Supervisor's responsibilities -To explain work procedures -To describe use of materials and equipment -To guide work -To detail job expectations to workers	1. Assign reading C: pp.143-146, B: pp.78-81. 2. To enable students to understand leadership at work, have students complete "Task People Leadership Questionnaire" and discuss. (J: Leadership pp.21-27). 3. Have students practice supervision decision-making by completing activity A: student workbook pp.151-152. 4. To understand employer responsibilities, have student do C: student workbook pp.57-58.	C: pp.143-145 A: pp.340-342

COURSE: Competency-Based Employability Skills

UNIT TITLE: Success in the Job Market

UNIT LENGTH:

COMPETENCY: 018. Analyze the effects of employee/employer relationships.	COMPETENCY-BASED TEST ITEMS

INSTRUCTIONAL OBJECTIVES: The student will

018- 03 describe the acceptable behavior of a worker on the job.

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
Worker's responsibilities -To understand work expected -To follow instructions -To cooperate -To use time effectively -To use materials effectively -To exhibit responsible attitudes	1. Have students do case study exercise (C: student workbook, pp.51-56) 2. Assign reading C: pp.53-57. Hold a discussion about expectations employers have of workers on the job.	A: pp.340-342 C: pp.53-57

COURSE: Competency-Based Employability Skills

UNIT TITLE: Success in the Job Market

UNIT LENGTH:

COMPETENCY: 019. Compare patterns of co-worker relationships.	COMPETENCY-BASED TEST ITEMS

INSTRUCTIONAL OBJECTIVES: The student will

019- 01 suggest characteristics of good co-worker relationships.

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
Guidelines for relationships -Recognize individual differences -Treat others as if they are important -Recognize common human needs of others -Be interested in others -See others beyond the role of worker -Be a good listener Qualities of a likeable person -Friendly -Fair-minded -Cooperative -Dependable -Enthusiastic -Has self-respect -Treats others with respect -Is loyal -Is stable -Is sympathetic -Has positive outlook -Is helpful -Is tactful -Accepts responsibility for own work	1. Have students complete the following exercises: pp.26-27, 33, 40-46, 119, 121 (B: student workbook) 2. Assign reading C: pp.59-61, Chapter 8 and B: pp.54-77, 90-100 on co-worker relationships. Discuss human relations on the job by using the questions in B: p.100. 3. Have students respond to questions on interpersonal relations in the work setting (D: p.245).	A: pp.296-300 C: p.124 P: p.138

COURSE: Competency-Based Employability Skills

UNIT TITLE: Success in the Job Market

UNIT LENGTH:

COMPETENCY: 019. Compare patterns of co-worker relationships.	COMPETENCY-BASED TEST ITEMS

INSTRUCTIONAL OBJECTIVES: The student will

019- 02 analyze the effect of co-worker relationships in job success and satisfaction.

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
Aspects of relationships that increase job satisfaction and foster good relationships -Willingness to be flexible -Ability to follow directions -Clear communication -Avoid practical jokes -Discuss rather than argue -Avoid gossip -Keep your promises -Don't ask personal questions -Respect company property -Use self-control with emotions -Try to compromise	1. Have students brainstorm to give examples of negative communication patterns, such as name calling, insults, "You always . ." "Why don't you ever . . . ." Have them think of other ways to state their feelings in a positive way. J: Interpersonal Relations, pp.4-5. 2. Have each student write a letter to "Dear Abby" describing a hypothetical work situation which illustrates difficult interpersonal problems. Have students exchange papers and write responses. Have them share these orally.	B: pp.96-100
Ways workers help each other -Give emotional support -Show friendship -Share duties and help each other -Share social activities .In-office celebrations	3. Maintain a bulletin board of actual "Dear Abby" columns or cartoons depicting interpersonal relationships at work.	J: Authority and Responsibility, p.21
Effects of good co-worker relationships -Gets work done more easily -Relaxation of strict authority -Cooperation in facing authority -Maximum productivity of group		P: p.138

COURSE: Competency-Based Employability Skills

UNIT TITLE: Success in the Job Market

UNIT LENGTH:

COMPETENCY: 020. Describe the use of performance appraisal in employee advancement, retention, and pay raises.	COMPETENCY-BASED TEST ITEMS

INSTRUCTIONAL OBJECTIVES: The student will

020- 01 suggest criteria for performance appraisal.

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
Criteria for performance appraisal -Skills and abilities on the job -Fitting in and working toward company goals -Growth and improvements in work -Creative input into problem solving -Ability to solve problems -Relationships with co-workers .Cooperation -Attitudes toward work and co-workers .Being a "team member" -Management of company resources -Potential for growth and development	1. Have students form groups and brainstorm items they believe will be job evaluation criteria. Compile a class list. Compare with actual criteria lists. 2. Assign reading on performance appraisal. (C: pp.147-149) 3. Have students read and complete exercises. (C: student workbook pp.135-136) 4. Make transparencies of a variety of performance evaluation forms for discussion. 5. Put criteria of performance appraisal on individual slips of paper in a "hat". Have students select one and explain why achievement of the criterion is important to job success.	P: p. 142 Contact Cooperative Education and other vocational teachers for appraisal and evaluation instrument. Contact local business, industry and labor for forms.

COURSE: Competency-Based Employability Skills

UNIT TITLE: Success in the Job Market

UNIT LENGTH:

COMPETENCY: 020. Describe the use of performance appraisal in employee advancement, retention, and pay raises.	COMPETENCY-BASED TEST ITEMS

INSTRUCTIONAL OBJECTIVES: The student will

020- 02 analyze the influences performance appraisal may have on the worker.

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
Results of performance review -Enables employers to examine work of employee .Strengths .Weaknesses -Suggests best use of employee skills -Enables employer to strengthen employee weaknesses -Enables workers to plan improvements .Future training -Determines who gets laid off or fired -Determines promotions and pay raises	1. Have students read about job success and promotion. (C: pp.137-141, 146-147) 2. Give sample performance evaluations to students. a. Have them evaluate themselves as a student using the form. b. Draw conclusions between their grades and this evaluation. (This may be a private activity.) c. Have them project a self-improvement plan based on this evaluation. d. Describe parallels between performance as a student and as a worker (example: punctuality, thoroughness, cooperation, etc.) 3. Invite a personnel manager to speak to the class on aspects of performance appraisal as it affects a worker's career path. 4. Create a game called "Who Keeps the Job?" Have students form groups of 4-6. Give each group 40 playing card size pieces of paper. On each of 20 have them write one quality of a good worker. On each of the other 20, have them write one undesirable quality of a poor worker.	C: pp.147-149

COURSE: Competency-Based Employability Skills

UNIT TITLE: Success in the Job Market   UNIT LENGTH:

COMPETENCY: 021. Analyze procedures when changing employment.	COMPETENCY-BASED TEST ITEMS

INSTRUCTIONAL OBJECTIVES: The student will

021-01 discuss reasons employees terminate employment.

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
Reasons employees leave jobs -To accept a better job -Job changes .Automation changes .Company changes location -Individual changes .New interests .Education and training changes .Family demands .Health changes or concerns .Moving .Returning to school -No advancement or promotion possible Consequences of "job-hopping" -Perceptions by employers	1. Have students form buzz groups to brainstorm reasons employees leave their jobs. Compile a master list with the class. 2. Create a series of statements which express good and poor reasons individuals leave their jobs. Have students rate them + (good reason) or - (poor reason) and discuss their decisions. For each - listed, have them give a suggestion for correcting the situation before they give up the job. 3. Discuss the concept of "job-hopping" with the students.	V: Module ES-19

COURSE: Competency-Based Employability Skills

UNIT TITLE: Success in the Job Market

UNIT LENGTH:

COMPETENCY: 021. Analyze procedures when changing employment.	COMPETENCY-BASED TEST ITEMS

INSTRUCTIONAL OBJECTIVES: The student will

021- 02 demonstrate proper procedure when voluntarily terminating employment.

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
How to resign -Wait until you are not angry -Have another job -Keep quiet while job hunting -Don't criticize your old job -Give 2-4 week's notice (one pay period) -Be polite -Resign in person and in letter .Explain reasons for leaving -Assume responsibility for decision -Leave work space in order -Say goodbye and thanks to co-workers	1. Have students read C: pp.149-150. 2. Have students role play situations in which person quits his job correctly and incorrectly. 3. Have students complete Self Check II, "Resigning the Right Way" - V: Module ES-19. 4. Have students write a letter of resignation, trade papers to evaluate. 5. Have students discuss reasons for following proper procedures when resigning. 6. Have students do exercise (p.125 B: student workbook).	C: p.150 P: p.146

COURSE: Competency-Based Employability Skills

UNIT TITLE: Success in the Job Market

UNIT LENGTH:

COMPETENCY: 021. Analyze procedures when changing employment.	COMPETENCY-BASED TEST ITEMS

INSTRUCTIONAL OBJECTIVES: The student will

021- 03 discuss reasons employees are terminated by employers.

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
Reasons for termination -Employee's fault .Poor job performance .Poor relationships with other workers .Poor attitude .Failure to obey rules and instructions .Inability to adjust to change .Lack of loyalty .Lack of enthusiasm or initiative .Overly ambitious .Dishonest .Careless -Not employee's fault .Company closes or reduces staff .Technological advances eliminate job .Company relocates .Company changes management or ownership	1. Use cards from activity "Who Keeps the Job?" (020.02).* Deal out "hands" to describe employees. Have each student determine whether his worker should be terminated and why. 2. Create a hypothetical list of 10 workers who exhibit varying traits. Tell students they must terminate 4 of the workers. Have them make their choices, then form groups of 4-6 and try to reach consensus in the groups on which should leave. Share group experiences with entire class and draw conclusions on reasons for termination. 3. Create a bulletin board of newspaper articles describing "lay-offs" in certain industries. Have students read and summarize reasons companies sometimes dismiss employees regardless of their performance. *Note: See Competency 020-02, Learning Activity 4.	C: p. 150 P: p. 147

COURSE: Competency-Based Employability Skills

UNIT TITLE: Success in the Job Market

UNIT LENGTH:

COMPETENCY: 021. Analyze procedures when changing employment.	COMPETENCY-BASED TEST ITEMS

INSTRUCTIONAL OBJECTIVES: The student will

021-.04 examine procedures for "regrouping" after termination and for beginning a new job search.

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
Practical aspects -Learn reason for job loss .Consider corrective action -Determine benefits .Severance pay .Unemployment compensation -Analyze new job possibilities .Same location .New location .Change careers -Begin job seeking process .Update personal contact list .Update resume .Write letters of inquiry .Contact employment agencies .Respond to want ads .Print "situation desired" ads .Check government programs -CETA* -State Employment Service Psychological aspects -Analyze reason for job loss .Consider modifying future actions -Develop a good attitude .Don't panic .Believe in better opportunities ahead *NOTE: Effective October 1, 1983 CETA is replaced by JTPA. Contact the local Employment Security Commission Office for current information. (JTPA: Job Training Partnership Act)	1. Review with students the steps to take when beginning a new job search. 2. If possible, make a tape of an anonymous person who lost a job. Have him or her describe the emotional aspects of the situation and ways they coped. 3. Define terms associated with job loss, such as severance pay and unemployment pay. 4. Invite a guest speaker from the State Unemployment Office to discuss procedures when facing joblessness. 5. Share copies of "Situation Desired" ads. Discuss use of these ads.	P: p.149

RESOURCES

I. Textbooks

A. Herr, Edwin L., ed. Your Working Life: A Guide to Getting and Holding a Job. New York: McGraw-Hill, Inc., 1980. 454 pp.

B. Kimbrell, Grady and Ben S. Vineyard. Entering the World of Work. Bloomington, Illinoir: McKnight Publishing Company. 1978. 301 pp.

C. Kimbrell, Grady and Ben S. Vineyard. Succeeding in the World of Work. Bloomington, Illinois. 1981. 324 pp.

D. Winefordner, David W. Exploring Career Decision-Making. Bloomington, Illinois: McKnight Publishing Company. 1978. 473 pp.

II. Curriculum Guides and Other Resources

E. American Home Economics Association. Securing Employment: Competency Based Teaching Module. Washington, D. C.: U.S. Government Printing Office. 1977.

F. Anema, Durlynn. Don't Get Fired! 13 Ways to Hold Your Job. Hayward, California: Janus Book Publishers. 1978. 64 pp.

G. Boros, James M. and J. Robert Parkinson. How to Get a Fast Start in Today's Job Market. Englewood Cliffs, N.J.: Prentice-Hall, Inc. 1980. 137 pp.

H. Brewner, Margaret M., et al. Life Skills: Attitudes on the Job. New York: Educational Design, Inc., 1980. 110 pp.

I. College Entrance Examination Board. Career Skills Assessment Program. New York: College Entrance Examination Board, 1977.

J. Division of Business Education/Department of Vocational and Technical Education. Methods and Materials for Teaching Occupational Survival Skills. Urbana-Champaign, Illinois: University of Illinois, 1978.

K. E D N Corporation. The Career Planning Workshop. Jenkintown, PA: The E D N Corporation, 1979. 32 pp.

L. E D N Corporation. Getting a Job. Jenkintown, PA: The E D N Corporation, 1979. 40 pp.

M. E D N Corporation. "Getting Hired." Jenkintown, PA: The E D N Corporation, 1979. 32 pp.

N. Helsel, Bob and Peggy Threadgill. Critical Steps of Job Interviewing. Oklahoma City, Oklahoma: Adult Center for Vocational and Technical Education, 1978. 57 pp.

O. Hooker, Dennis and Almut Fleming. Me and Jobs. New York: Educational Design, Inc., 1974. 93 pp.

P. Illinois State Board of Education. *A Curriculum Guide for Pre-Employment Skills*. Springfield, Illinois: State Board of Education/Department of Adult, Vocational, and Technical Education, 1978. 161 pp.

Q. Illinois State Board of Education. *Career Assistance and Placement Services: Resource Manual*. Springfield, Illinois: Illinois State Board of Education/Department of Adult, Vocational, and Technical Education, 1976. 122 pp.

R. Illinois State Board of Education. *Illinois Career Guidance Handbook*. Springfield, Illinois: Illinois State Board of Education/Department of Adult, Vocational, and Technical Education/Research and Development Section, 1981.

S. Institute for Personal Development. *The "Don'ts and Do's" of Your Job Interview*. Greensboro, N.C.: Institute for Personal Development, 1977. 24 pp.

T. Jew, Wing and Carol Tandy. *Using the Want Ads*. Hayward, CA: Janus Book Publishers, 1977. 64 pp.

U. Kahn, Charles, Robert Tong and Wing Jew. *My Job Application File*. 2nd ed. Hayward, CA: Janus Book Publishers, 1975. 48 pp.

V. Kentucky Department of Education. *Employability Skills*. Lexington, KY: University of Kentucky, Curriculum Development Center, 1979.

W. Lacy, Richard C. and Ok D. Park. *Job Application and Interview*. Columbia, MO: University of Missouri/Instructional Materials Laboratory. 531 pp.

X. Larned, Phyllis and Nicholas Randall. *Reading a Newspaper*. Hayward, CA: Janus Book Publishers, 1978. 64 pp.

Y. Livingstone, Arnold. *Janus Job Interview Guide*. Haywood, CA: Janus Book Publishers, 1977. 80 pp.

Z. Maryland State Department of Education. *Jobs: Seeking, Finding, Keeping*. Owings Mills, MD: Maryland State Department of Education/Division of Instructional Television/Curriculum Development/Utilization Office, 1979. 137 pp.

ADDITIONAL RESOURCES

AA. North Carolina Careers (Microcomputer program)

BB. Dictionary of Occupational Titles

CC. Occupational Outlook Handbook

DD. *Worker Trait Group Guide*. Appalachia Educational Laboratory, Inc., Charleston, WV, McKnight Publishing Co., Bloomington, Illinois.

EE. COIN (Coordinated Occupational Information Network)

FF. CHOICES (Computerized Heuristic Occupational Information and Career Exploration System)

GG. Occupational Briefs

HH. Promoting Sex Equity in Vocational Education, Division of Vocational Education/N. C. Department of Public Instruction

II. Industries-Occupations-Job Needs; Projections to 1985-North Carolina, Job Service, Employment Security Commission of North Carolina, Raleigh, N. C. (or current edition)

JJ. N. C. 2000, Issues For Public Discussion (Oct. 81), N. C. Department of Administration, Raleigh, N. C.

KK. Career Opportunities-The News and Observer, May 8, 1983 (Refer to Student Section)

REFERENCES

1. Como, Jay. Surviving on the Job. Bloomington, Illinois: McKnight Publishing Company. 1983. 122 pp.
2. Employment Security Commission of North Carolina, The Nondiscriminatory Interview. Equal Employment Opportunity Unit. 47 pp.
3. Farr, J. Michael, Richard Gaither and R. Michael Pickrell. The Work Book: Getting the Job You Want. Bloomington, Illinois: McKnight Publishing Company. 1983. 138 pp.
4. Gooch, Bill G., Lois Corrier and John Huck. Work: Pathway to Independence. Chicago: American Technical Society, 1979. 436 pp.
5. Hudson, Margaret W. and Ann A. Weaver. On the Job. Phoenix, NY: Frank E. Richards Publishing Company, Inc. 1965. 34 pp.
6. Piltch, Benjamin. A Step-by-Step Approach to Learning How to Fill Out: Application Forms. Phoenix, NY: Frank E. Richards Publishing Company, Inc. 1972. 22 lessons.
7. Schneider, Bernard. Getting and Holding a Job. Phoenix, NY: Frank E. Richards Publishing Company, Inc. Rev. 1974. 60 pp.
8. Wood, John D. Preparing for the Job Interview. Phoenix, NY: Frank E. Richards Publishing Company, Inc. 1977. 52 pp.
9. Zedlitz, Robert, Getting A Job Process Kit. South-Western Publishing Company. Cincinnati, Ohio.

APPENDIX

STUDENT ACTIVITIES

THE SOURCE OF THE FOLLOWING MATERIAL IS:

Illinois Career Guidance Handbook
Illinois State Board of Education
Department of Adult, Vocational and Technical Education

features together with one or two statements. Try to get the students to think about temperaments, abilities, interests, values, goals, etc. When as many similarities as possible have been listed, distribute the WORKSHEET on page 20. These sheets are to assist students in identifying their differences. Be sure to talk with each student when the sheet is completed.

3. Assist students to develop a process for strengthening weaknesses using this procedure:

   a. Determine what the problem is.
   b. Look at self to determine where fault might lie.
   c. Develop several possible solutions to the problem.
   d. Try out one of these new plans.
   e. Determine if new plan works as you have tried it, if it needs to be changed some, or if it needs to be discarded completely and a new approach taken.

4. Study the following character traits. Know their meanings.

   Dependable
   Posture
   Loyal
   Enthusiastic
   Forgive
   Cooperate
   Healthy
   Accurate
   Criticism
   Tact
   Judgment
   Speedy
   Flexible
   Patient
   Punctual
   Honest
   Willing
   Trust

   Use the WORKSHEET on page 21 as a self-help activity. You may want to rate each of the students on the same characteristics and then compare your responses with those of the student. Make a list of the characteristics needing improvement, and work with each student to strengthen weak characteristics.

5. Read this jingle.

"Self-confidence"

If you think you are beaten, you are.
If you think you dare not, then don't.
If you'd like to win, but you think you can't
It's almost a cinch you won't.
If you think you'll lose, you're lost;
For out in the world we find
Success begins with a fellow's will . . .
It's all in the state of mind.

- author unknown

Name some famous people who exhibit great self-confidence. How does one go about gaining a positive attitude about self?

SELF-INVENTORY WORKSHEET

DIRECTIONS: Think about yourself. Answer the questions below. Talk with you teacher/ counselor about your answers.

I. Scholastic Record: (Examples: History, Math, Science, Language, Home Ec., and others).

A. My two favorite subjects are:

(Subject)	(Reason)
1. ______________________________	______________________________
2. ______________________________	______________________________

B. My two least favorite subjects are:

1. ______________________________	______________________________
2. ______________________________	______________________________

II. Personal Data: (Examples: athletics, movies, parties, traveling, knitting, TV, concerts, reading, fishing, cooking, talking, working on cars, and others.)

A. I am interested most in:
______________________________and______________________________

B. My outstanding accomplishments are in:
______________________________and______________________________.

C. My favorite activities in school are:
______ Athletics______Movies______Parties______Traveling______Knitting______TV______
______Concerts______Reading______Fishing______Cooking______Talking______Others________

D. My favorite activities outside of school are:______________________________

E. When I think about parents, brothers, sisters, teachers, and other, I get along best with____

F. To sum up my health, I would say I am in____________________health.

G. My main weaknesses are that I am: ____Careless ____Lazy ____Moody ____Absent-minded ____Immature ____Naughty ____ Slow ____ Name any others______________

H. The two things that I value most are:
_____School _____ Possessions ____Family ____Friends
_____Church _____Leisure ____Money ____Home Name any others_______

I. Two activities that I would like to participate in but have not been able to are______________________________ and ______________________________

III. Occupational Interests

A. Three job fields that are of interest to me are:

1. ____

2. ____

3. ____

WHO AM I? WORKSHEET

DIRECTIONS: Below are statements about character and social traits. Think about yourself. Be honest. Rate yourself in the following way:

A = Always
B = Usually
C = Sometimes
D = Seldom or never

___ 1. I am dependable. I do things without being told to do them. I am there when I am needed.

___ 2. I am punctual. I complete my work on time and get to my classes on time.

___ 3. I cooperate with others. I work to help the group complete its work.

___ 4. I show good judgment and use common sense. I get the facts and look things over before I decide what to do.

___ 5. I am neat and clean. I keep my body and clothing clean. Things I work with are also kept clean.

___ 6. I have good posture. I walk, sit, and stand without slouching.

___ 7. I speak well. I say my words clearly and loudly enough to be heard.

___ 8. I am healthy. I am not sick very often.

___ 9. My work is accurate. I am careful not to make mistakes. I listen closely to instructions.

___10. I am speedy. I can get my work done quickly.

___11. I am flexible. I do not get upset or confused by changes in my life. I can quickly learn to work with new people, places, and things.

___12. I am honest. I do not lie, steal, or waste materials.

___13. I am loyal to my friends. I help those who depend on me and stick by them when they need me.

___14. I show tact, I say the right thing at the right time and do not hurt people by thoughtless remarks.

___15. I trust other people. I think most people are good and will be of help to me.

___16. I am a hard and willing worker. I am eager to work long and hard to get something done.

___17. I am enthusiastic. I am willing and ready to try new things.

___18. I can forgive others. I do not hold a grudge.

___19. I can take criticism from others. I do not get mad easily when someone tells me what I did wrong.

___20. I am patient. I can wait my turn without pushing or shoving to get in front of others.

JOBS ARE NO LONGER MALE OR FEMALE

DIRECTIONS: Three laws make sex discrimination illegal. These laws say:

A - Equal pay for equal jobs (Equal Pay Act of 1963).

B - You cannot be hired, fired, classified, promoted, etc. on basis of your sex. (Title VII of the Civil Rights Act of 1964).

C - Schools which receive money from the Federal government cannot treat the sexes differently. (Title IX of the Educational Amendments of 1972).

Look at the statements below Which law, A, B, or C, is being violated?

—— 1. John is not hired as a legal secretary because all the other employees are women.

—— 2. Nancy and Bob are both dental technicians doing exactly the same work but they do not receive the same wages.

—— 3. Even though Barbara is an excellent baseball player, she is denied a position on the school team.

—— 4. Even though Opal, a cleaning supervisor in a large building has worked there for 20 years, she receives less pay than her friend, Al, who has been working there for only 15 years.

—— 5. Bonnie wants to take an auto mechanics class to know how to repair her car. She is not allowed to take the class.

—— 6. Even though Bill had more training, experience, and skills, Mae was promoted to head nurse.

—— 7. Betty Lou has a history of safe driving. She was denied a job as a Greyhound bus driver.

—— 8. Paul and Ann, fourth graders, were caught cheating on a test. Paul was spanked; Ann was sent to sit in the library.

—— 9. Ed and Bea are cooks at the Ritz Hotel. Ed is promoted to chef because people think men make better chefs than women.

—— 10. Ted, Grant, and Carol all started work at Happy Harry's Hamburger Hideout on the same day. Ted and Grant now earn 20c an hour more than Carol even though they all do the same work.

—— 11. Have you heard about one of these three laws being violated?

—— 12. Which one?

—— 13. If so, what was the situation?

HOW TO INVESTIGATE CAREERS WORKSHEET

DIRECTIONS: Choose a career you want to know more about. Find the answers to the following questions.

I would like to know more about ______________________________
(Name of Career)

What are 5 tasks a person in that job does?

How many hours a week will that worker put in on the job? ______________________________

How much education is needed? ______________________________

What special training is required? ______________________________

How much money does the worker make? ______________________________

What are the possibilities for promotion? ______________________________

Where are these jobs located? ______________________________

What is the outlook for the future for this job? ______________________________

What are the advantages?	What are the disadvantages?

What part of this job would you like the least? ______________________________

What part of this job would you enjoy the most? ______________________________

How would you rate this job according to your interests and abilities? (Circle the correct response)

Very Low Low Average Good Excellent

PITFALLS IN CAREER PLANNING

DIRECTIONS: Ask a worker you know to fill out this worksheet for you.

Name ______________________________ Occupation ______________________

1. How much training did you have for the job you now hold? (Check one)

   ______No special training except on-the-job training
   ______Special training (six months or less)
   ______One or two years training
   ______College degree
   ______More than four years of training
   ______Other (Please specify)

2. When you were in school, what occupation did you think you wanted most?

   ____ Why?

3. How many times did you change your mind about this job you wanted most? ________ Why did you change your mind?

4. List, in order, all the jobs you have had for pay.

5. How do you feel about the job you now hold?

   ______The job I have is terrific! I would not want to change my occupation.
   ______Most of the time, I enjoy what I am doing.
   ______The job is just an average job---not good, not bad.
   ______A few parts of my job are enjoyable.
   ______I dislike very much the job I have now.

6. What advice would you give teen-agers for planning a career?

/

TRAINING AND EDUCATION REQUIREMENTS WORKSHEET

DIRECTIONS: Use resource books. List five jobs in each section.

1. Jobs which are classed as civil service:
   1.
   2.
   3.
   4.
   5.
2. Jobs which do not require a high school diploma but only on-the-job training:
   1.
   2.
   3.
   4.
   5.
3. Jobs which require only a high school diploma and on-the-job training:
   1.
   2.
   3.
   4.
   5.
4. Jobs which require a special training period at a special school:
   1.
   2.
   3.
   4.
   5.
5. Jobs requiring a junior college associate degree:
   1.
   2.
   3.
   4.
   5.
6. Jobs requiring a college degree:
   1.
   2.
   3.
   4.
   5.
7. Jobs requiring a college degree plus additional training:
   1.
   2.
   3.
   4.
   5.
8. Jobs requiring an apprenticeship program:
   1.
   2.
   3.
   4.
   5.

TRAINING AND EDUCATION REQUIREMENTS WORKSHEET

DIRECTIONS: Name a job in which you are interested. Find the answers to the following questions.

Name of Job ____________________

Describe the job by listing five duties of it:

1.

2.

3.

4.

5.

What training or education must one have **before** entering the job?

What training will one be required to have **after** entering the job?

Name jobs that one might have if advanced in position.

What training or education would one have to get in order to receive that advancement?

What are the qualifications (abilities) one must have to hold the job named?

Which of those qualifications do you now have?

Which qualifications do you still need?

Would you be willing to make the effort to become qualified?

If yes,what would be the first step you should take?

USING THE SERVICES OF CETA (COMPREHENSIVE EMPLOYMENT AND TRAINING ACT)*

Think About It:

What is CETA anyway?

Comprehensive
Employment and
Training
Act

But what is it? Money is given by the Federal Government to CETA. CETA then helps people who are out of work to find jobs. CETA sometimes pays for training people for jobs if these people need more skills. This training might be at a community college, or it might be on-the-job training.

CETA jobs are usually for short periods of time. The worker must try very hard to do a good job. If the worker does well, however, the employer may hire that worker permanently.

CETA workers will come to visit you on the job. They want to know if you are doing a good job.

CETA is a fairly new job source, one that you should not overlook.

Optional Activities:

1. I Am Tom Rice, And I Work For CETA

   Have a worker from the CETA office nearest you come to class. Ask that person to talk to the class about how CETA can help you get jobs. What are the steps one must follow? Who can have CETA jobs? What kind of jobs will CETA find for you? Does it cost any money to get a CETA job?

2. On Your Mark! Get Set! Go!

   Go as a group to the nearest CETA office. Talk with the workers there. Get to know about the different forms. Also go through the steps you might take to get to the CETA job. When you get back to school, on a city map

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*From CARE Kit (Revised Edition), Illinois State Board of Education, 1979.

USING THE SERVICES OF CETA (COMPREHENSIVE EMPLOYMENT AND TRAINING ACT)

DIRECTIONS: Write "yes" before the statements which are true about CETA. Write "no" before the sentences which are not true.

______ 1. The letters "CETA" stand for Comprehensive Employment and Training Act.

______ 2. Even 12-year-olds can get a job through CETA.

______ 3. CETA helps people find jobs if they have been out of work.

______ 4. One thing CETA *never* does, is pay for training at a community college.

______ 5. When you go to CETA, you will need to fill out an application form.

______ 6. A CETA worker will then decide if you qualify for CETA help.

______ 7. Someone at CETA will talk to you. They will talk about what a good worker needs to do to keep a job.

______ 8. Some skills to learn about work are: learn to do the job well, go to work regularly, be on time.

______ 9. It is always easy for a CETA worker to find you a job.

______ 10. You may not have the skills needed for a job. Then the employer may train you on the job.

______ 11. CETA jobs are for short periods of time. The worker must try very hard to do a good job. Then the employer may hire that worker permanently.

______ 12. Once you have a job, you will never see CETA workers again.

______ 13. CETA may send you to a Community College or Trade School. Here you will learn skills to help you on the job.

______ 14. CETA is an old organization. It was started by Abraham Lincoln.

______ 15. Someone from the CETA office will come to visit you at work. They want to know if you are doing a good job.

DIRECTIONS: If the answer to the question is "yes , black that number in with your pencil. If the answer is "no," leave that square blank.

1	2	3	4	5
6	7	8	9	10
11	12	13	14	15

SECRET MESSAGE ______________

WORKSHEET 24

INTERVIEWING WORKERS TO GET CAREER INFORMATION

DIRECTIONS: Ask your teacher for the name and address of a student who is now out of school and working. Write below the answers the worker gives.

Name of person interviewed: ____________________

Ask these questions:

How long have you been out of school? ____________

What was the last grade you finished? ____________

What jobs have you had? ____________________

____

Are you working now? ________ Where? ____________________

Have you had any training since you left school?

______ On-the-job training?

______ Special School? ____________________ (name of school)

______ Junior college? ____________________ (name of school)

______ 4-year college? ____________________ (name of school)

If you are working, what are 3 things you like about your job?

1. ____________________
2. ____________________
3. ____________________

If you are working, what are 3 things you do not like?

1. ____________________
2. ____________________
3. ____________________

Do you plan to change jobs soon? ______ Why? ____________________

What advice would you like to give the kids in school?

1. ____________________
2. ____________________

INTERVIEWING WORKERS TO GET CAREER INFORMATION

DIRECTIONS: Interview a worker who has an interesting job. Find out the information below. Return to class and report what you found out.

Job: Full-time _____

Person interviewed: ______________________________ Part-time _____

Job: ____________________ Place: ____________________

Tell 3 things the worker does on the job:

1. ______________________________
2. ______________________________
3. ______________________________

Does the worker need special clothing? ____________

If so, what? ______________________________

What tools does the worker use? ______________________________

Did the worker need special training? ____________

If so, how much? __________ Where? ______________________________

What is the starting wage? ________ Wage after 10 years? ________ Wage after 20 years? ________

How long has the worker had this job? ____________

What other jobs did the worker have before this one? ______________________________

____

How long has the worker worked for this company? ____________

List three things the worker likes about the job:

1. ______________________________
2. ______________________________
3. ______________________________

List three things the worker does not like about the job:

1. ______________________________
2. ______________________________
3. ______________________________

If it were possible, would the worker change jobs? ______________________________

Why? ______________________________

What job would the worker rather have? ______________________________

Why? ______________________________

✓

SYSTEMATIC DECISION-MAKING*

Goal:

To learn how to make decisions in a systematic way.

Objective:

Using a Carkhuff Method of decision-making, each student will be able to list 3 values, weight the values, rate the decision alternatives on a favorability scale, and compute the most favorable alternative with 90% accuracy.

Group Size:

Individual to a large group.

Materials Needed:

Paper/pencil, chalkboard or flipchart.

Process:

1. Introduction to the Topic

Explain that every day we have to make decisions such as what we'll wear, eat, when to leave for school, what homework assignment to study first, etc. We are also faced with larger decisions such as what subjects to take in school, whether or not to participate in extra-curricular activities, whether to work weekends or not. Ultimately we are faced with what should I do for a living to support myself when I leave school? Too often we make decisions based upon what others think, pressure from friends or family, or we just put off the decision until we have no options. This exercise will give you a method to make decisions in an orderly and systematic manner.

Next, ask students to give an example of a decision they are faced with. Examples might be: what courses should I take next semester? Should I go to the homecoming game? Should I go to college or not? Which summer jobs should I take? Write their suggestions on the board.

---

*Adapted from Ted Friel and Robert Carkhuff, The Art of Developing a Career (Amherst, MA: The Human Resource Development Press, 1974).

Next, ask how do you make a decision to these questions and have some degree of certainty that you are correct? Most often students will give you the pros and cons of an issue. Acknowledge that this is certainly a justified manner but explain that there is a way of being even more certain. That is what you are going to teach them now.

2. Steps in Decision-Making

   a. Take an example that students can relate to. For illustrative purposes we will use selecting a summer job. The choices are: a counter waiter at Brigham's Ice Cream, the maintenance crew member for the Parks Department, or selling tickets at the drive-in. List these alternatives on the board (see Figure 1 ①).

   b. Next, have students list 3 to 5 issues (values) or reasons that they should consider in taking a summer job. Examples might be: money they'd earn, hours they'd work, transportation problems to and from work, whether it is outdoors or indoors, will they be with friends, does it relate to what they'd like to do for a career after they graduate, etc. List these values vertically on the board (see Figure 1 ②).

   c. Now ask the students, are these values of equal importance to you? They should say "no." Some students will want the job which pays most, others would want to be with friends; hopefully some will want a career-related job. Explain that in order to make a decision about the alternatives, you must make a decision about what values are most important to you. You do this by ranking the values on a scale from 1 to 10 as shown below. It would probably help to put this on the board.

10 My most important value
9
8 These are very important values
7
6 These values are of average importance
5
4
3 These are less important values
2
1 My least important value

For illustrative purposes let's assume that this person's values are in order:

- money - ("I need to save for after graduation")
- career-related - ("I want it to help my long term goal")
- transportational - ("I don't have a car")
- hours - ("I'd like to have my evenings free")
- friends - ("I'd like to work with my friends if possible")
- environment - ("I don't care if I work outside or in")

They are weighted as shown in Figure 1③.

d. The fourth step is to analyze each job alternative in terms of your values. To do this use the following scale (put on board).

++	Very Favorable
+	Favorable
+-	Favorable or Unfavorable
-	Unfavorable
--	Very Unfavorable

Now ask this question for each value:

"If I am a (the job) , will I get (my value) ?

For example, if I am a counter waiter, will I make $700 for the summer? (The goal of my most important value - money).

Using the example we have been using let's assume the following scenario. Being a counter waiter at Brigham's I can make $600 with tips. I'm interested in the food service field because it is the fastest growing industry. I will have to work some nights and a few weekends; I can take the bus because of the hours; it is inside and my friends will be around to see me. Figure 1④ shows the following favorability ratings.

The job on the maintenance crew I could earn $800 but it is not career related; I'd have problems getting to work using the bus; the hours would be okay; none of my friends would be around; and it's hot work being outside all the time. The favorability rating appears on Figure 1⑤.

The job as movie ticket seller would be earning $450 because it would be part-time nights. It's not career related; I couldn't see my friends too much though I'd have free passes. Transportation is not too big a problem, but I'd have to take the bus late at night. The favorability rating appears on Figure 1⑥.

Figure 1

Decision Making Matrix ①

		Alternatives					
		Counter Waiter		Maintenance Crew		Movie Ticket Seller	
② Values	③ Weights	④	(4A)	⑤	(5A)	⑥	(6A)
Money	10	+	(+10)	++	(+20)	+	(+10)
Hours	5	+	(+ 5)	+	(+ 5)	-	(- 5)
Transportation	7	+	(+ 7)	-	(- 7)	-	(- 7)
Environment	1	++	(0)	+-	(0)	+-	(0)
Friends	3	+	(+ 3)	-	(- 3)	+-	(0)
Career Related	8	++	(+16)	-	(- 6)	-	(- 8)
			+41		+ 9		-10

e. To determine the most preferred or desirable job based upon your values, multiply each of your weights by the favorability scale levels. For example: 10 x "+" = 10 or 10 x "++" = 20, 5 x "-" = -5, and so forth. The weighted score for each job alternative is found by summing each of the columns (see Figure 1 4A 5A 6A). In this illustration the most preferable job would be the counter waiter at Brigham's. In other examples or situations, the differences may not be so distinct. A rule of thumb is that the most preferred alternative should be 75% of an ideal score (the ideal score would be "++" for each value). In the example we used the ideal score would have been 68. The score obtained, 41, is roughly 60% of the ideal score.

3. Review: The steps involved in systematic decision-making are:

   a. List the alternatives
   b. Define your values (what's important to you in considering the alternatives)
   c. Weigh the values on a scale of 1-10
   d. Evaluate each value against each alternative on a 5-point favorability scale (++ to --)
   e. Multiply the value weight by the favorability scale levels
   f. Add the totals for each column
   g. Analyze each alternative to determine why one is more preferred than the other(s)

LEARNING TO MAKE DECISIONS

DIRECTIONS: Think of some of the decisions you made yesterday. Fill in the blanks. At first you may say you did not make that many decisions. But think carefully . . .

Question you asked yourself	Choices — circle the one you decided upon	Was it a good decision? Why?
Example: What shall I eat?	Salad — Sandwich — [✓ Pizza] Yogurt — Candy bar	No, because I want to lose weight
1.		
2.		
3.		
4.		
5.		
6.		

JOB SOURCES

DIRECTIONS: Family, friends, and neighbors who work are job sources. On the sheet below, think of people you know who work where teen-agers are hired. Fill in the blanks.

A PERSON YOU KNOW TO ASK	PLACE WHERE THAT PERSONS WORKS	A JOB A 14 - or 15 - YEAR-OLD MIGHT GET THERE
FAMILY 1.		
2.		
3.		
FRIENDS OF FAMILY 1.		
2.		
3.		
NEIGHBORS 1.		
2.		
3.		
SCHOOL FRIENDS WHO WORK 1.		
2.		
3.		

JOB SOURCES

DIRECTIONS: A person who wants to find a job must check out many leads. Look through the list below. Mark "yes" before the sources which might help you find a job. Mark "no" before the sources which probably would not be a good job source. Be ready to defend your answers.

____ 1. Ask friends at school
____ 2. Telephone a business
____ 3. Look at "Help Wanted" ads
____ 4. Write to the governor
____ 5. Place an ad in "Jobs Wanted" section of newspaper
____ 6. Ask the grocery store manager
____ 7. Ask parents
____ 8. Check at the State Employment Service
____ 9. Look in **Time** magazine
____10. Check at a Private Employment Agency
____11. Call the CETA office
____12. Ask relatives
____13. Look in "Jobs Wanted" ads
____14. Talk to department store personnel manager
____15. Ask at a fast food business
____16. Call the radio station

Think of businesses and organizations in your area who hire teenagers.

DIRECTIONS: List one person or business in your area that you could use as a contact person for a job for you. If you do not know the person's name, use his or her title.

If I Wanted A Job As:	One Business Or Organization To Go To Would Be:	The Person I Would Contact Would Be:
A Dishwasher or Busperson		
A Child Care Attendant		
A Sales Clerk		
A Library Helper		
A Grocery Store Carryout or Stocker		
A Nurse's Aide		

SEEKING PEOPLE TO SERVE AS REFERENCES

DIRECTIONS: Take this sheet home with you. Ask 4 people to be references for you. Be sure they are people who would say nice things about you if an employer called them.

List the four below:

Name ________________________________
Address ________________________________
____
Phone ________________

Name ________________________________
Address ________________________________
____
Phone ________________

Name ________________________________
Address ________________________________
____
Phone ________________

Name ________________________________
Address ________________________________
____
Phone ________________

When completed hand to your teacher.

STUDENT ACTIVITIES

THE SOURCE OF THE FOLLOWING MATERIAL IS:

Methods and Materials for Teaching Occupational Survival Skills
Illinois State Board of Education
Department of Adult, Vocational and Technical Education

Student Worksheet #4
Interview with Business Workers

Name of Worker:

Name of Organization:

Title of Worker's Job:

1. How long have you worked for this organization?

2. What was the title of your first job in this organization?

3. Please explain what you do on your job.

4. How does your job contribute to the goals of the organization?

5. Do you supervise anybody as a part of your job? If yes, how many people? If yes, how do you feel about supervising other people?

6. What do you like most about working for ________________________ (name of organization)?

7. What do you dislike most about working for _____________________ (name of organization)?

8. What do you expect to be doing five years from now? Ten years?

9. What advice would you give a young person about to enter a work organization?

Student Worksheet #4
Rating Your Problem Solving Skill

This is a quiz to help you rate your problem solving skills. You will not be graded. Circle either T (true) or F (false) for each of the following statements.

T F 1. The ability to solve problems is something you are born with - you either have it or you don't.

T F 2. Every problem has one good solution.

T F 3. When solving a problem, I usually try my first idea.

T F 4. The best approach to a problem is to put it in the form of a question.

T F 5. One thing that can make a problem more difficult to solve is not understanding the problem.

T F 6. It is usually a good idea to try to solve a problem as quickly as possible.

T F 7. Solving problems mostly involves trial and error.

T F 8. When solving a problem, I usually try to think of all the ideas I can before choosing one.

T F 9. Once you figure out a solution to a problem, you are finished solving your problem.

T F 10. When I have a difficult problem to solve, I like to get other peoples ideas before making a decision.

T F 11. When I have a problem, I try to find out as much as I can about the problem before trying to solve it.

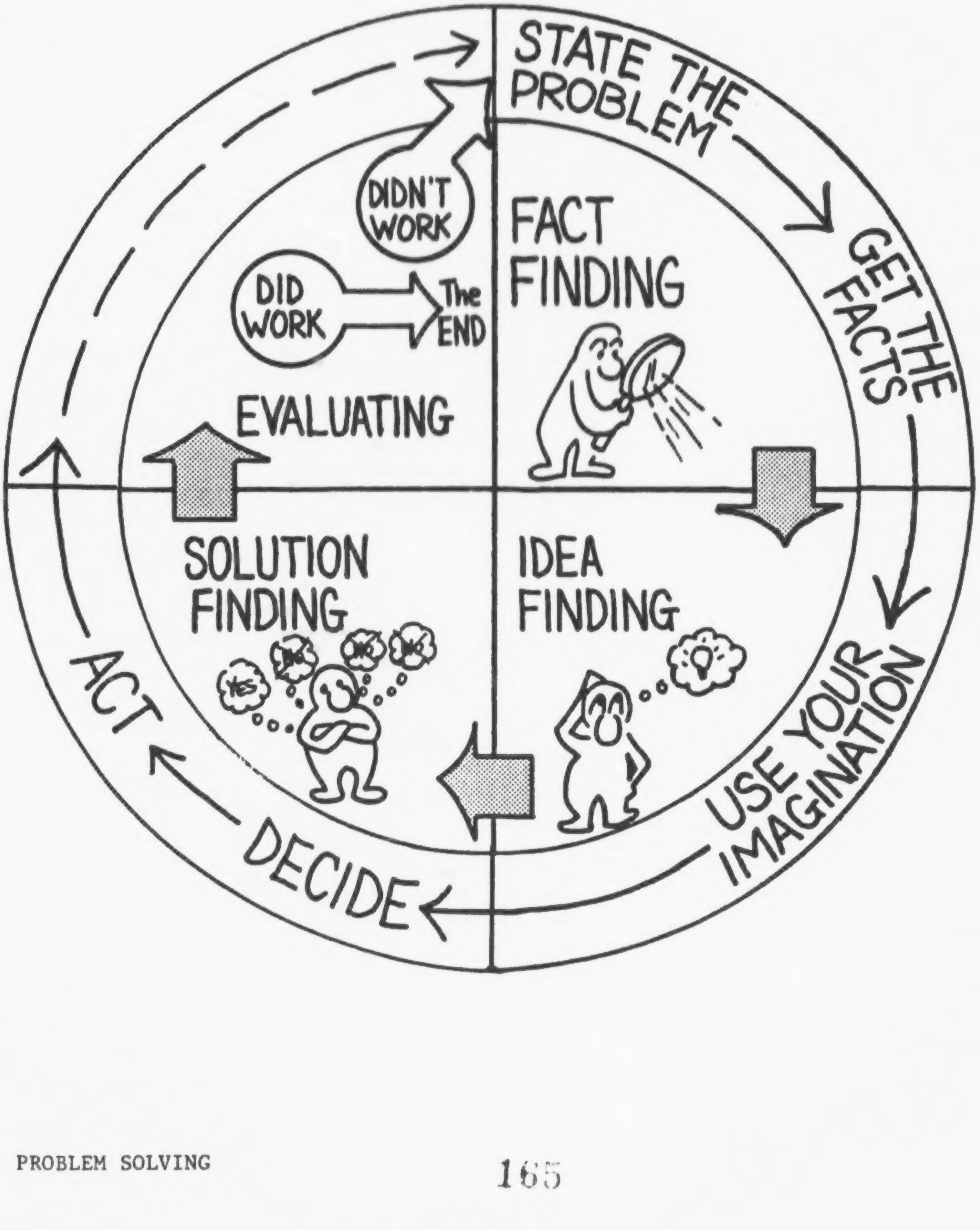
T F 12. If a person stops thinking about a problem for awhile, the mind keeps on working on the problem.

T F 13. When I try to solve a problem, I am often surprised at the results of the solution I chose.

T F 14. When trying to solve a problem, I try to make all my ideas as practical as possible.

T F 15. When solving a problem, I usually try to figure out what the results of my solution will be.

Transparency #1 Problem Solving Steps



Student Worksheet #4
A Letter from the Personnel Department

Imagine that you have just received the following letter from the Personnel Department where you work. Read the letter and note carefully all the information and instructions it is communicating to you. At the bottom of the sheet, list any questions that you might have about the letter. On a separate sheet of paper, rewrite the letter in a complete, clear, and concise manner, which answers your questions. You have 15 minutes to complete this activity.

Dear Employee,

Your presence is required at a meeting for all employees of your department. The meeting will be in two weeks at eight o'clock in the personnel office.

The meeting will deal with possible new procedures for operating your department. The Company is concerned with the current out-dated methods of operation and is looking for ways to streamline the operation.

Your participation will be expected at the meeting. If for some reason it is impossible for you to attend the meeting, you are required to give notification.

Sincerely,

Jean Ryan
Personnel Manager

Questions:

1.

2.

3.

4.

Student Worksheet #5 Concise Writing I

Certain phrases are underlined in the sentences in Column 1. Words with similar meanings are given in Column 2. For each underlined phrase, find the matching word and then write the letter for that word in the blank at the beginning of each sentence.

COLUMN 1

_____1. Please do not fail to bear in mind the importance of accuracy.

_____2. Nothing has been heard from him up until this time.

_____3. In times past all requisitions had to be signed by Mr. Brown.

_____4. We are in a position to fill your orders promptly.

_____5. There is a possibility that the package is lost.

_____6. Please place emphasis upon courtesy when you train new personnel.

_____7. Your attention is called to the attached delivery ticket.

_____8. There is no doubt that she will arrive tomorrow.

_____9. We find it impossible to quote on the job.

_____10. We want the highest possible quality of cartons.

_____11. He is of the opinion that sales will increase next month.

_____12. This letter should be answered without delay.

_____13. Your statement is not subject to misinterpretation.

_____14. She will make a decision in the near future.

_____15. That article is out of stock at this moment.

_____16. The building should be located in the neighborhood of a main highway.

_____17. We have a manufacturing establishment in Albany.

_____18. Defective merchandise is replaced without charge.

_____19. Summarize his report in a few words.

_____20. She almost never loses a day because of illness.

_____21. Please issue instructions to your staff to follow this new procedure.

COLUMN 2

A. tell
B. soon
C. notice
D. best
E. perhaps
F. surely
G. stress
H. free
I. remember
J. can't
K. can
L. yet
M. (omit completely)
N. then
O. clear
P. promptly
Q. ends
R. only
S. thinks
T. once
U. now
V. near
W. rarely
X. if
Y. business

_____22. Please make sure that this practice does not continue.

_____23. In the event that Mr. Harris comes early, please ask him to wait.

_____24. I shall be glad to see him at that time.

Student Worksheet #6 Concise Writing II

The following letter contains 21 phrases which can be replaced by one word or omitted completely. Underline these phrases and write a one word synonym above each.

August 12, 19__

Dear Friend,

Our manufacturing establishment will be opening a new store in the neighborhood of your home in the near future. In the event that you are not already familiar with Wylie Shoes, we would like to place emphasis upon the advantages of our shoes.

We are of the opinion that we manufacture the highest quality of shoes possible. In addition, our shoes carry a one year guarantee. In the event that you are not completely satisfied with our shoes, we will without delay repair or replace them without charge. Our policy is not subject to misinterpretation. We have never refused to repair or replace a pair of Wylie shoes up until this time.

Your attention is called to the fact that in times past we have found it impossible to offer our shoes to customers at sale prices. At this moment, however, we are in a position to offer you an excellent bargain. From August 16 to August 31 the enclosed coupon will enable you to buy any pair of shoes in our new store at a 20% discount.

Do not fail to bear in mind that this sale will not continue past August 31. Visit our new Wylie Shoes Store in the near future. There is no doubt that you will be pleased with our products and our service.

Yours truly,

Melvin Scrugges
Sales Manager

Transparency #3
Possible Answers to Concise Writing II

August 12, 19__

Dear Friend:

business
Our manufacturing establishment will be opening a new store in the
near soon if
neighborhood of your home in the near future. In the event that you are not
stress
already familiar with Wylie Shoes, we would like to place emphasis upon the
advantages of our shoes.

think best
We are of the opinion that we manufacture the highest quality of shoes
If
possible. In addition, our shoes carry a one year guarantee. In the event
immediately
that you are not completely satisfied with our shoes, we will without delay
free clear
repair or replace them without charge. Our policy is not subject to misinterpretation. We have never refused to repair or replace a pair of Wylie
yet
shoes up until this time.

Notice (or omit completely) once couldn't
Your attention is called to the fact that in times past we have found it
Now
impossible to offer our shoes to customers at sale prices. At this moment,
can
however, we are in a position to offer you an excellent bargain. From August 16 to August 31, the enclosed coupon will enable you to buy any pair of shoes in our new store at a 20% discount.

Remember ends
Do not fail to bear in mind that this sale will not continue past August 31.
soon Surely (or omit
Visit our new Wylie Shoes Store in the near future. There is no doubt that
completely)
you will be pleased with our products and our service.

Yours truly,

Melvin Scruggs
Sales Manager

Student Handout #1

A Conversation Between Two Supervisors

Today Kim and Lou ate lunch together. Their jobs are very similar. They are both office managers. The following conversation took place:

Kim: Sometimes I wonder how any work ever gets done at all in my office. Today I returned from a meeting and found all the workers sitting around laughing and telling jokes. And with a deadline to meet for filing the annual reports! I have to keep on them all the time.

Lou: That's too bad. I'm really pleased with the extra effort my staff members are putting out to meet the deadline.

Kim: I guess people just naturally hate work.

Lou: I don't agree. My staff members seem to like their jobs.

Kim: Well, mine don't. I try to make the work as easy as possible for them, but they just don't appreciate it. It's not that they don't know who's boss. I made that very clear from the start.

Lou: You know, I wonder if easy work is what workers really want. It seems to me that if work is too easy, they would just get bored.

Kim: Well, I'm not sure. All I know is that I have to constantly push my staff to get them to work hard. If I stop pushing, they start goofing off.

Lou: Maybe you're pushing them too hard. My staff members make most of their own decisions about how they do their work. I hardly have to push them at all.

Kim: My staff members don't care whether their work gets done. If they had the decision to make, they wouldn't work at all. All they care about is getting their paychecks.

Lou: I think workers really want to do a good job. Just last month my staff figured out a way to rearrange the office so that it is easier for the workers to help each other. Why don't you ask your workers to suggest ways to improve the office?

Kim: Are you kidding? They just don't care. If they had their way, they would just have one continuous party.

NOTE: Actually, both Kim's and Lou's staff produce about the same amount of work. Yet their ways of handling their workers are very different.

SESSION FIVE

TOPIC: Leadership Roles

OBJECTIVE: After completing the Task-People Leadership Questionnaire, students will understand important principles of leadership on the job.

SURVIVAL SKILLS EMPHASIZED:

Working as a team member
Getting along with others
Knowing your own strengths and weaknesses

IMPORTANCE: Leaders perform two kinds of roles. Roles that relate directly to the group's goals (or tasks) are called task roles. For example, the leader of a welding team, supplying design and giving instructions on how to weld the parts together, would be performing a task role. Maintenance or "people" roles are performed to maintain the morale of the group members. This would include avoiding conflicts among group members, as well as conflicts between the group and the larger organization. An example of this would be the leader of the welding team presenting a case for a pay raise for his team members to the management.

Leaders have to perform both roles if group members are to accomplish group tasks effectively and efficiently. It is important for students to learn when, and to what extent, the leader should be aware of these two roles.

MATERIALS AND EQUIPMENT: Student Worksheet #4 - T-P Leadership Questionnaire

ACTIVITY: Task-People Leadership Questionnaire

1. NOTE: The T-P Leadership Questionnaire* (T for Task and P for People) can be used to assess students' concern for task and concern for people when

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* Reprinted from J. W. Pfeiffer and J. T. Jones (Eds.), A Handbook of Structured Experiences for Human Relations Teaching, Vol I (Rev.), LaJolla, CA: University Associates, 1974. Used with permission.

they are in leadership position. It can also be used to acquaint students with important principles of leadership on the job.

2. Distribute one copy of Student Worksheet #4 - T-P Leadership Questionnaire to each student. Read the directions on top of the questionnaire to the class. Ask the students to complete the questionnaire as rapidly as they can. No more than 15 minutes should be allowed. Have students set aside the completed questionnaire, to be scored later.

3. Explain the meaning of Task and Maintenance Roles (explained in the IMPORTANCE section of this session).

4. Describe the following true experiment:

   Three groups of workers participated in an experiment to discover the effect of different leadership roles. The workers were divided into three groups. All three groups were assigned the same task.

   One worker was selected to be the supervisor of each group. All supervisors talked with their work groups for the same amount of time and at the same time during the experiment. Each supervisor was assigned a different leadership role.

   Supervisor I talked to group members only about the actual work which was being done. Some examples of topics discussed are work problems, production goals, and the need to work harder.

   Supervisor II talked to group members only about the group members themselves and their problems. Some examples of topics discussed are their satisfaction with the work, their views of working conditions, their morale, and their needs.

   Supervisor III talked to group members about both the topics of Supervisor I and Supervisor II. In other words, Supervisor III talked to group members about themselves and about the work.

   At the end of the experiment, the amount of work that the groups produced was compared. Group morale was also measured by asking the workers in all the groups how satisfied they felt with their leaders.

5. Discuss the experiment, using the following questions:

   - Which group do you think produced the most? The least? Why?
   - Which group do you think was most satisfied with its supervisor? Why?
   - What is the meaning of morale? Why is morale important in work groups?
   - Which supervisor would you rather work for? Why?
   - The actual results of the experiment were:

     Group III produced the most.
     Group II produced the least.
     Group III was most satisfied with its supervisor.
     Group I was least satisfied with its supervisor because the group members felt the supervisor was too preoccupied with work and tended to be a "slave driver."

FOLLOW-UP: 1. Ask students to score their completed questionnaires as follows:

   - Circle the item numbers for items 8, 12, 18, 19, 30, 34, and 35.
   - Write the number 1 in front of a circled item number if you responded S (seldom) or N (never) to that item.
   - Write a number 1 in front if item numbers not circled if you responded A (always) or F (frequently).
   - Circle the number 1's which you have written in front of the following items: 3, 5, 8, 10, 15, 18, 19, 22, 24, 26, 28, 30, 32, 34, and 35.
   - Count the circled number 1's. This is your score for concern for people. Record the score in the blank following the letter P at the end of the questionnaire.
   - Count the uncircled number 1's. This is your score for concern for task. Record this number in the blank following the letter T.

2. Discuss the scores of individual students briefly.

    - A high score on "Concern for Task" suggest a tendency toward an "iron-fisted" (autocratic) style.

    - A high score on Concern for People suggest a tendency toward a "hands-off" (laissez-faire) style of leadership.

    - A combination suggests a leadership style likely to result in high morale and high productivity.

    - The scores obtained on the T-P Leadership Questionnaire suggest tendencies only. However, students may wish to explore ways of improving their leadership styles as a result of their scores on the Questionnaire.

3. Conclude discussion by making the following points:

    - Leaders have two main responsibilities: tasks and people. Task responsibilities mean making sure the job is completed. People responsibilities mean maintaining a high morale.

    - Groups whose leaders pay attention to both responsibilities usually produce the most and have the highest morale.

    - When a leader pays attention only to "task" responsibilities, workers eventually become dissatisfied. They may produce at a high level at first, but soon their morale becomes low, and production may also decrease. For example, a sales manager may push her staff to increase sales, yet not give them any praise or encouragement. After a while, the sales staff begins to feel she doesn't appreciate their work, and they stop trying as hard to make sales.

    - When a leader pays attention only to "people" responsibilities, workers may not produce at a high level. For example, if an office manager does not emphasize the importance of getting work done on time, workers may not think they are expected to finish their work. They may use their time inefficiently and show little interest in their work.

    - In a new group, a wise leader will be more concerned with "people" responsibilities at first. After the group members get to know each other and begin working as a team, the leader can emphasize the "task" responsibilities.

- The amount of time a leader spends on "task" and "people" responsibilities may vary, depending on the situation. For example, if two workers are having a conflict, the leader may need to pay attention to "people" responsibilities more than usual to help settle the conflict. On the other hand, if a new procedure is being introduced, the leader needs to pay more attention to "task" responsibilities to make sure workers are trained properly.

Student Worksheet #4 T-P Leadership Questionaire

Name________________________________

The following items describe aspects of leadership behavior. Respond to each item according to the way you would most likely act if you were the leader of a work group. Circle whether you would most likely behave in the described way: always (A), frequently (F), occasionally (O), seldom (S), or never (N).

A F O S N 1. I would most likely act as the spokesperson of the group.

A F O S N 2. I would encourage overtime work.

A F O S N 3. I would allow group members complete freedom in their work.

A F O S N 4. I would encourage all group members to do tasks in the same way.

A F O S N 5. I would permit the group members to use their own judgment in solving problems.

A F O S N 6. I would stress being ahead of competing groups.

A F O S N 7. I would speak as a representative of the group.

A F O S N 8. I would push members for greater effort.

A F O S N 9. I would try out my ideas in the group.

A F O S N 10. I would let the members do their work the way they think best.

A F O S N 11. I would be working hard for a promotion.

A F O S N 12. I would not mind decisions being put off until later.

A F O S N 13. I would speak for the group when visitors were present.

A F O S N 14. I would keep the work moving at a rapid pace.

A F O S N 15. I would turn the members loose on a job and let them go to it.

A F O S N 16. I would settle conflicts when they occur in the group.

A F O S N 17. I would get swamped by details.

A F O S N 18. I would represent the group at outside meetings.

A F O S N 19. I would not like to allow the members freedom of action.

A F O S N 20. I would decide what should be done and how it should be done.

A F O S N 21. I would push for increased production.

A F O S N 22. I would let some members have authority which I could keep.

A F O S N 23. Things would usually turn out as I had predicted.

A F O S N 24. I would let the group members decide when and how to do their work.

A F O S N 25. I would assign group members to particular tasks.

A F O S N 26. I would be willing to make changes.

A F O S N 27. I would ask the members to work harder.

A F O S N 28. I would trust the group members to exercise good judgment.

A F O S N 29. I would schedule the work to be done.

A F O S N 30. I would refuse to explain my actions.

A F O S N 31. I would persuade others that my ideas are to their advantage.

A F O S N 32. I would permit the group to set its own pace.

A F O S N 33. I would urge the group to beat its previous record.

A F O S N 34. I would act without consulting the group.

A F O S N 35. I would ask that group members follow standard rules and regulations

T____________________ P____________________

SESSION THREE

TOPIC: Motives and Interpersonal Relations

OBJECTIVE: After participating in a class discussion of the case study, Carl Schmidt, students will recognize how motives affect interpersonal relations on the job.

SURVIVAL SKILLS EMPHASIZED:

Getting along with others
Working as a team member
Understanding written information
Maintaining good health
Giving an honest day's work
Making independent decisions
Knowing what is expected
Knowledge of operating procedures
Following instructions
Working under pressure

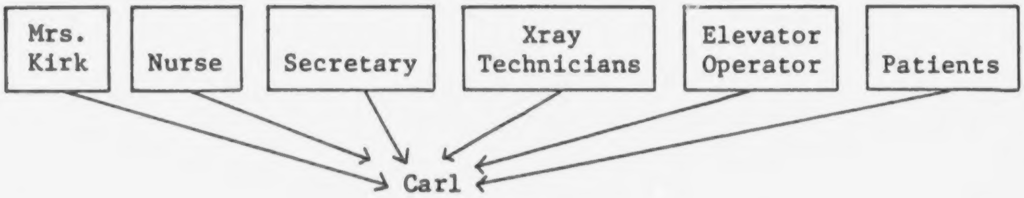
IMPORTANCE: Motives are needs or desires which cause persons to act in certain ways. Thus, the base of interpersonal behavior is motives. In fact, when two people interact, the feelings that result are closely connected to their hidden motives. If feelings are difficult to express or recognize, motives are even more difficult to express. Students need to learn to recognize motives and identify the relationship between motives and behavior in an interpersonal relationship.

MATERIALS AND EQUIPMENT: Student Worksheet #2 - Carl Schmidt

ACTIVITY: Case Study of Carl Schmidt

1. Ask students to read Student Worksheet #2 - Carl Schmidt and answer the questions.
2. Start a discussion by asking the students why Carl resigned, seemingly so suddenly. Was it really abrupt? What happened?

- One way to look at what happened is to look at the relationships between Carl and the people he worked with. Put this diagram on the chalkboard:



- To Carl all interactions seemed to be one way; everyone interacting 'downward' toward him, with Carl at the receiving end.

- Ask students to put themselves in Carl's place and say how Carl might have felt about these interactions.

- Now draw the class' attention to Carl's motives (what he wanted from the job): he wanted to help people; he felt that working in a hospital would give him good experience; he wanted to save money.

- It might have been possible for Carl to get what he wanted from the job, yet he resigned suddenly. Ask students why this happened. How did Carl's relationship with his coworkers have an effect?

- Could Mrs. Kirk have used Carl's motives for taking the job? Could she have let the people in the Xray department know Carl's motives? What could they have done to keep Carl from getting frustrated?

- Be prepared also to examine Carl's own responsibility. Did he have any control over the situation? What could he have done instead of resigning suddenly? Could he have done something to improve the situation before he felt like resigning?

FOLLOW-UP: Conclude the case discussion with a discussion of the following questions:

- What is the role of Mrs. Kirk in Carl's problem?

- What could she have done differently?

- Do you think Mrs. Kirk recognized Carl's real motives for accepting the job? If she didn't how could she have found them out?

- How could Mrs. Kirk have used what she knew about Carl to make his job more satisfying?

Student Worksheet #2 Carl Schmidt

In June, Carl Schmidt was hired as an attendant in the X-ray Department of Morrow Hospital. Carl's duties were:

(1) calling for patients in their rooms

(2) helping them from bed to wheelchair or stretcher

(3) bringing them to the X-ray Department

(4) helping them into position in the x-ray rooms

(5) returning them to their own rooms.

This took all of Carl's time. Mrs. Kirk, the personnel director, had always found this a difficult job to fill. Because of the amount of lifting, Carl had to be strong, and he had to be liked by the patients. He had to find his way around the hospital, follow directions, and work on his own. Yet, Carl's job was a dead end. The personnel director believed that it did not prepare him for any other job in the hospital. Turnover on Carl's job was very high.

When Carl applied for a job in the hospital, he explained that he needed to work for at least a year to save some money before taking a paramedic training course. He wanted to help people, and also felt that working in a hospital would be a good experience. When Mrs. Kirk described the job of x-ray attendant, Carl accepted it at once. Mrs. Kirk was glad that the job was filled for the next year.

Carl quickly learned his way around the hospital, and seemed to be enjoying his job. The X-ray Department staff was friendly, and liked Carl. Mrs. Kirk checked on Carl during his first month of work, and everything seemed to be going well.

In February, Mrs. Kirk was surprised to discover that Carl had quit his job. On his last day of work she asked him why he had quit. To explain, Carl simply described a single trip from his morning:

"What next?" Carl asked the secretary in the X-ray Department. It was 11 o'clock in the morning and this was almost his first pause for a breath.

"Mrs. Johnson, West Third; bring her down for another treatment. Then take the man who's in there now--Baker--back to South 411. And while you're in that wing, you might as well run up to 614 on the same trip and get Johnny Cazetti. Dr. Waters wants another picture to see how his back is knitting. He'll go in Room C."

"Where are the requisitions?"

"Who has time to make out requisitions?" she laughed. "Check the orderbook if you forget."

Carl set out for the West Wing. As he stepped off the elevator on third, the charge nurse looked up from the desk, "Well, glad you finally got here. I began to think Mrs. Johnson never would get down for her treatment. 322, you know."

Mrs. Johnson was a large woman with a voice to match. She had not enjoyed her morning of waiting, without breakfast, to go down for another treatment. "What do you mean, am I ready?" were her first words. "I've been ready for two hours, young man. If some of you husky people here were sick once in awhile yourselves, you might have a little more sympathy instead of keeping us waiting. Ooooh, careful, young man. Do you have to be so rough? Watch out. Don't drop me. You've tucked that blanket too tight around my toes. There, that's better."

In the elevator, the operator said, "Straighten out that stretcher! Still three more people coming on here."

"Let's see, now," Carl said as he wheeled Mrs. Johnson into the X-ray Department. "Room C, she said." Carl maneuvered the stretcher as close to the x-ray table in Room C as he could get it, then lifted Mrs. Johnson onto the table and helped her to roll onto her side in the position required for the treatment. Just then the technician walked in.

"Hello, Mr. Ca . . . This isn't the right patient, Carl," she said.

"Mrs. Johnson; she gets a treatment here every other day," he said. Then added, "It's on the order book."

"She doesn't come in here" the technician replied, heading for the desk with Carl at her heels. "Room A," she concluded from the order book. "Move her in there. And when you bring Johnny Cazetti down, ask the nurse for his folder. She was supposed to send it with the messenger this morning but there must have been a slip-up somewhere."

QUESTIONS: The following questions are aimed at helping you prepare for discussing the case, Carl Schmidt:

1. What was Carl's job?

2. Why did Carl take the job?

3. List the names of all persons Carl worked with.

4. What were Carl's duties?

5. Why did Mrs. Kirk have difficulty filling Carl's job?

6. How good was Carl at learning his job?

7. Why did Carl suddenly resign?

8. Who do you think was responsible for the 'mix-up'?

9. Do you think 'things' could have been different? What? And how?

STUDENT ACTIVITIES

THE SOURCE OF THE FOLLOWING MATERIAL IS:

Employability Skills Student Materials,
Models, Instructional Manual & Supplemental Book
Kentucky Department of Education

Instruction Sheet I

RELATING SELF TO JOB REQUIREMENTS

You have already decided what general type of work you want to go into: industry, office, service, education, sales, transportation, health, etc. The thing you need to do now is to select some specific jobs in that general area that are most suitable to you.

In order to select the job in which you can be successful, you need to a analyze yourself--your talents, interests, and preparation for the job. To help you do this, the United States Department of Labor has made a list of 25 common job requirements. Read each statement carefully and copy those statements that most match your preferences and job preparation. USE A SEPARATE SHEET OF PAPER. Save your list for use in Instruction Sheet II.

JOB REQUIREMENTS*

1. High school diploma usually required.
2. Technical school or apprenticeship--some form of training beyond high school required.
3. Junior College degree (Associate in Arts degree) required.
4. College degree (at least a bachelor's degree) required.
5. Jobs widely scattered throughout the United States--you may be expected to move from one place to another, sometimes every three or four years.
6. Jobs concentrated in localities--jobs are available in one or only a few locations. Probably you will stay in one location as long as you keep the job.
7. Works with things--job generally requires using the hands (manual skills)
8. Works with ideas--job requires you to use your mind to solve problems.
9. Helps people--job allows you to be of service to people.
10. Works with people--job requires a pleasing personality and the ability to get along with people.
11. Able to see physical results of work--your work produces a product you can see and in which you can take pride.
12. Opportunity for self-expression--job provides an opportunity for you to use your own ideas.

Instruction Sheet I (p. 2)

13. Works as part of a team--you work with other employees in performing the job.

14. Works independently--job requires you to work on your own with little supervision. You must have initiative, self-discipline, and the ability to plan and organize.

15. Work is closely supervised--job performance and work standards are controlled by a supervisor.

16. Directs activities of others--you supervise work activities of other employees.

17. Generally confined to work area--you perform your job at the same work area in the plant or business.

18. Overtime or shift work--job requires you to work at times other than normal daytime working hours.

19. Exposed to weather conditions--job requires you to work outdoors or in hot or cold temperatures within the plant.

20. High level of responsibility--job requires you to make key decisions involving property, finance, or employees.

21. Requires physical stamina--job requires you to be in good physical condition for continued lifting, standing, and walking or for long working hours.

22. Works with detail--job requires you to work with technical material, numbers, or written material continuously.

23. Repetitious work--job requires you to do the same task over and over.

24. Motivates others--job requires you to have the ability to influence o others.

25. Competitive--job requires you to compete with other people on the job for recognition and advancement.

Review your list, and be sure that it reflects the way you feel about your future job. For instance, if you do not like to move from place to place, you should have item 6 on your list. Now you are ready to begin Instruction Sheet II.

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*This list of features and characteristics has been adapted from Toward Matching Personal and Job Characteristics, U.S. Department of Labor, Bureau of Labor Statistics.

Instruction Sheet II

COMPARING SELF WITH JOB REQUIREMENTS

On the following pages is a table of the principal occupations.* Under each occupation is a list of specific jobs which are included in that occupation.

The list of job requirements, which you studied in Instruction Sheet I, are at the top of the page. When a specific job such as patternmakers (see first job listed on the next page) has a certain requirement, and "X" is placed in the space under that requirement. For example, job requirements for patternmakers refer back to items 1, 2, 5, 7, 11, 13, 15, 17, and 22, which were described in Instruction Sheet I.

Once in a while, a number is used instead of an "X". Look on p. 15 of this Instruction Sheet to see what the number means. Remember that "C" means a BA degree earned from four years of college work; "G" means graduate work beyond the BA degree.

Now find the occupation (general type of work) for which you are preparing or in which you are interested--Industrial Production, Office Occupations, Service Occupations, etc. Then look at each of the jobs listed under that occupation. Find at least two jobs that most nearly match your list of job requirements that appeal to you which you prepared in Instruction Sheet I.

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*This list is taken from Toward Matching Personal and Job Characteristics, U.S. Department of Labor, Bureau of Labor Statistics.

Instruction Sheet II (p. 2)

	High school diploma	Technical school or apprenticeship	Junior college	College degree	Jobs widely scattered	Jobs concentrated in localities	Working with things	Working with ideas	Helping people	Working with people	Able to see physical results of work	Opportunity for self-expression	Works as part of a team	Works independently	Work is closely supervised	Directs activities of others	Generally confined to work area	Overtime or shift work required	Exposed to weather conditions	High level of responsibility	Requires physical stamina	Works with detail	Repetitious work	Motivates others	Competitive
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
INDUSTRIAL PRODUCTION AND RELATED OCCUPATIONS																									
Foundry occupations																									
Patternmakers	X	X			X		X				X		X		X		X					X			
Molders		X			X		X				X		X		X		X					X			
Coremakers		X			X		X				X		X		X		X					X			
Machining occupations																									
All-round machinists		X			X		X				X			X			X				X	X	X		
Instrument makers (mechanical)	X	X				X	X				X		X		X							X			
Machine tool operators		X			X		X				X			X			X				X	X	X		
Set-up workers (machine tools)	X	X				X	X				X			X			X				X	X			
Tool-and-die makers		X				X	X				X			X	X		X	X				X	X		
Printing occupations																									
Bookbinders	X	X			X		X				X			X			X						X		
Composing room workers	X	X				X	X						X		X		X	X				X	X		
Electrotypers and stereotypers	X	X				X	X				X		X		X		X	X				X	X		
Lithographic workers	X	X				X	X						X		X		X	X				X	X		
Photoengravers	X	X				X	X				X		X				X	X				X	X		
Printing press operators and assistants	X	X				X	X						X					X			X				
Other industrial and related occupations																									
Assemblers						X	X						X		X		X						X		
Automobile painters		X			X		X				X			X	X		X						X		
Automobile trimmers and installers					X		X				X			X			X						X		
Blacksmiths		X			X		X				X			X			X				X				
Blue-collar-worker supervisors	X				X					X			X		X	X		X		X					

Instruction Sheet II (p. 3)

	High school diploma 1	Technical school or apprenticeship 2	Junior college 3	College degree 4	Jobs widely scattered 5	Jobs concentrated in localities 6	Working with things 7	Working with ideas 8	Helping people 9	Working with people 10	Able to see physical results of work 11	Opportunity for self expression 12	Works as part of a team 13	Works independently 14	Work is closely supervised 15	Directs activities of others 16	Generally confined to work area 17	Overtime or shift work required 18	Exposed to weather conditions 19	High level of responsibility 20	Requires physical stamina 21	Works with detail 22	Repetitious work 23	Motivates others 24	Competitive 25
Other industrial and related occupations																									
Boilermakers		X			X		X				X		X						X		X	X			
Electroplaters		X			X		X				X			X			X						X		
Forge shop workers					X		X				X		X		X		X				X		X		
Furnace tenders					X		X							X				X							
Furniture upholsterers		X			X		X				X			X			X						X		
Inspectors (manufacturing)						X	X						X	X	X		X	X				X	X		
Millwrights		X			X		X				X		X		X						X	X			
Motion picture projectionists		X			X		X							X			X	X					X		
Photographic laboratory workers					X		X				X			X			X					X	X		
Power truck operators					X		X						X		X								X		
Production painters					X		X						X		X		X						X		
Stationary engineers	X	X			X		X							X				X				X			
Waste water treatment plant operators					X		X							X				X	X		X	X			
Welders and oxygen arc cutters					X			X			X			X			X				X				
OFFICE OCCUPATIONS																									
Clerical occupations																									
Bookkeeping workers	X				X								X		X		X					X	X		
Cashiers					X					X				X	X		X					X	X		
File clerks	X				X			X					X		X							X	X		
Hotel front office clerks	X				X				X	X				X			X	X				X			
Office machine operators	X				X		X						X		X		X					X	X		
Postal clerks					X		X						X				X	X			X		X		
Receptionists	X				X				X	X				X			X								
Shipping and receiving clerks					X		X						X		X		X				X		X		

Instruction Sheet II (p. 4)

	High school diploma 1	Technical school or apprenticeship 2	Junior college 3	College degree 4	Jobs widely scattered 5	Jobs concentrated in localities 6	Working with things 7	Working with ideas 8	Helping people 9	Working with people 10	Able to see physical results of work 11	Opportunity for self-expression 12	Works as part of a team 13	Works independently 14	Work is closely supervised 15	Directs activities of others 16	Generally confined to work area 17	Overtime or shift work required 18	Exposed to weather conditions 19	High level of responsibility 20	Requires physical stamina 21	Works with detail 22	Repetitious work 23	Motivates others 24	Competitive 25
Clerical occupations																									
Statistical clerks	X				X			X					X		X		X					X	X		
Stock clerks					X		X						X		X						X				
Stenographers	X				X		X				X			X	X		X					X	X		
Typists	X				X		X				X			X	X		X					X	X		
Computer and related occupations																									
Electronic computer operating personnel	X				X		X						X		X		X	X				X	X		
Programmers	1*	1			X			X					X			X	X					X			
Systems analysts				C	X			X					X									X			
Banking occupations																									
Bank clerks	X				X								X		X		X					X	X		
Bank officers				C	X				X	X				X		X				X		X			
Bank tellers	X				X				X	X				X	X		X					X			
Insurance occupations																									
Actuaries				C		X		X				X		X			X					X	X		
Claim adjusters	X				X				X	X				X				X				X			
Claim examiners	X				X			X						X		X			X			X	X		
Underwriters				C		X		X						X								X			
Administrative and related occupations																									
Accountants				C	X			X						X			X					X	X		
Advertising workers				C		X		X				X	X					X						X	X
City managers				C	X			X	X				X			X				X		X			
College student personnel workers				C	X				X	X			X			X				X				X	
Credit officials	X				X			X						X		X	X			X		X	X		
Hotel managers and assistants				C	X			X	X					X		X		X		X		X			

* See footnotes at end of table.

Instruction Sheet II (p. 5)

	High school diploma	Technical school or apprenticeship	Junior college	College degree	Jobs widely scattered	Jobs concentrated in localities	Working with things	Working with ideas	Helping people	Working with people	Able to see physical results of work	Opportunity for self expression	Works as part of a team	Works independently	Work is closely supervised	Directs activities of others	Generally confined to work area	Overtime or shift work required	Exposed to weather conditions	High level of responsibility	Requires physical stamina	Works with detail	Repetitious work	Motivates others	Competitive
	1	2	3	4	5	6	7	8	9	10	11	12	13.	14	15	16	17	18	19	20	21	22	23	24	25
Administrative and related occupations																									
Industrial traffic managers				C	X			X						X		X				X		X			
Lawyers				G	X			X	X			X		X				X		X		X		X	X
Marketing research workers				C		X		X					X									X			X
Personnel workers				C	X				X	X			X			X				X		X			
Public relations workers				C		X		X				X	X					X				X		X	X
Purchasing agents				C	X			X						X		X				X		X		X	X
SERVICE OCCUPATIONS																									
Cleaning and related occupations																									
Building custodians					X		X							X	X						X				
Hotel housekeepers and assistants					X				X					X		X						X			
Pest controllers	X				X		X							X					X		X				
Food service occupations																									
Bartenders					X				X	X				X			X	X							
Cooks and chefs		X			X		X		X				X			X		X							
Meatcutters		X			X		X							X			X				X		X		
Waiters and waitresses					X				X	X			X					X			X				
Personal service occupations																									
Barbers		X			X				X	X	X						X						X		
Bellhops and bell captains					X				X	X				X				X			X				
Cosmetologists		X			X				X	X	X						X								
Funeral directors		X			X				X	X				X		X		X							
Private household service occupations																									
Private household workers					X		X		X					X	X						X				

Instruction Sheet II (p. 6)

	1 High school diploma	2 Technical school or apprenticeship	3 Junior college	4 College degree	5 Jobs widely scattered	6 Jobs concentrated in localities	7 Working with things	8 Working with ideas	9 Helping people	10 Working with people	11 Able to see physical results of work	12 Opportunity for self expression	13 Works as part of a team	14 Works independently	15 Work is closely supervised	16 Directs activities of others	17 Generally confined to work area	18 Overtime or shift work required	19 Exposed to weather conditions	20 High level of responsibility	21 Requires physical stamina	22 Works with detail	23 Repetitious work	24 Motivates others	25 Competitive
Protective and related service occupations																									
FBI special agents				G		X			X	X			X					X		X	X	X			
Firefighters	X				X		X		X				X					X	X		X				
Guards					X									X				X		X	X				
Police officers	X				X				X	X				X	X			X	X	X	X	X			
State police officers	X				X				X	X				X	X			X	X	X	X	X			
Health and regulatory inspectors (Government)				C	X			X						X						X		X		X	
Construction inspectors (Government)	X	X			X			X						X					X	X	X	X			
Other service occupations																									
Mail carriers					X		X		X					X					X		X				
Telephone operators	X				X		X		X					X			X	X							
EDUCATION AND RELATED OCCUPATIONS																									
Teaching occupations																									
Kindergarten and elementary school teachers				C	X			X	X	X		X		X		X		X		X			X	X	
Secondary school teachers				C	X			X	X	X		X		X		X		X		X				X	
College and university teachers				G	X			X	X	X		X		X		X								X	
Library occupations																									
Librarians				G	X				X					X				X				X			
Library technicians			X		X				X				X					X				X			
SALES OCCUPATIONS																									
Automobile parts counter workers					X		X		X	X				X											
Automobile salesworkers	X				X				X	X				X				X					X	X	X
Automobile service advisers	X				X				X	X			X												
Gasoline service station attendants					X		X		X					X				X			X				
Insurance agents and brokers	X				X				X	X				X				X				X		X	X

Instruction Sheet II (p. 7)

	High school diploma 1	Technical school or apprenticeship 2	Junior college 3	College degree 4	Jobs widely scattered 5	Jobs concentrated in localities 6	Working with things 7	Working with ideas 8	Helping people 9	Working with people 10	Able to see physical results of work 11	Opportunity for self-expression 12	Works as part of a team 13	Works independently 14	Work is closely supervised 15	Directs activities of others 16	Generally confined to work area 17	Overtime or shift work required 18	Exposed to weather conditions 19	High level of responsibility 20	Requires physical stamina 21	Works with detail 22	Repetitious work 23	Motivates others 24	Competitive 25
Manufacturers' salesworkers				C	X				X	X				X				X		X		X		X	X
Models	X					X				X			X					X			X				X
Real estate salesworkers and brokers	X				X				X	X				X				X		X		X		X	X
Retail trade salesworkers					X				X	X				X				X						X	X
Route workers					X				X	X				X				X	X		X			X	
Securities salesworkers				C	X			X	X	X				X				X		X				X	X
Wholesale trade salesworkers	X				X				X	X				X				X				X		X	X
CONSTRUCTION OCCUPATIONS																									
Asbestos and insulating workers		X			X		X				X			X			X				X		X		
Bricklayers		X			X		X				X		X						X		X				
Carpenters		X			X		X				X		X						X		X				
Cement masons (cement and concrete finishers)		X			X		X				X		X			X		X	X		X				
Construction laborers and carpenter's helpers					X		X						X		X			X	X		X		X		
Electricians (construction)		X			X		X				X		X						X		X				
Elevator constructors					X		X				X		X								X				
Floor covering installers		X			X		X				X			X							X				
Glaziers	X	X			X		X				X			X					X		X				
Lathers		X			X		X						X								X				
Marble setters, tile setters, and terrazzo workers					X		X				X			X			X				X				
Operating engineers (construction machinery operators)	X	X			X		X				X			X					X	X	X				
Painters and paperhangers		X			X		X				X			X							X				
Plasterers		X			X		X				X		X								X				
Plumbers and pipefitters		X			X		X				X			X							X				
Roofers		X			X		X				X			X					X		X				

Instruction Sheet II (p. 8)

	High school diploma 1	Technical school or apprenticeship 2	Junior college 3	College degree 4	Jobs widely scattered 5	Jobs concentrated in localities 6	Working with things 7	Working with ideas 8	Helping people 9	Working with people 10	Able to see physical results of work 11	Opportunity for self-expression 12	Works as part of a team 13	Works independently 14	Work is closely supervised 15	Directs activities of others 16	Generally confined to work area 17	Overtime or shift work required 18	Exposed to weather conditions 19	High level of responsibility 20	Requires physical stamina 21	Works with detail 22	Repetitious work 23	Motivates others 24	Competitive 25
Sheet-metal workers	X	X			X		X				X		X				X				X				
Stonemasons		X			X		X				X			X					X		X				
Structural-, ornamental-, and reinforcing-iron workers, riggers, and machine movers		X			X		X				X		X						X		X				
OCCUPATIONS IN TRANSPORTATION ACTIVITIES																									
Air transportation occupations																									
Air traffic controllers	X					X		X					X			X	X	X		X		X			
Aircraft mechanics	X	X				X	X						X						X	X		X			
Flight attendants	X					X			X	X			X					X			X				
Airline dispatchers				C		X		X					X			X		X		X		X			
Flight engineers	X					X	X						X			X		X		X		X			
Ground radio operators and teletypists	X					X		X	X				X				X			X		X			
Pilots and copilots	X					X	X						X			X	X	X		X	X	X			
Traffic agents and clerks	X					X			X	X				X			X	X							
Merchant marine occupations																									
Merchant marine officers				C		X		X					X			X		X		X	X				
Merchant marine sailors						X	X						X		X			X	X			X			
Railroad occupations																									
Brake operators and couplers					X		X						X					X	X		X	X	X		
Bridge and building workers					X		X				X		X		X				X		X				
Clerks	X				X								X		X		X					X	X		
Conductors					X				X	X						X		X			X		X		
Locomotive engineers	X				X		X							X		X	X	X	X	X	X	X			
Locomotive firemen (helpers)	X				X		X						X		X			X	X		X		X		

Instruction Sheet II (p. 9)

	1 High school diploma	2 Technical school or apprenticeship	3 Junior college	4 College degree	5 Jobs widely scattered	6 Jobs concentrated in localities	7 Working with things	8 Working with ideas	9 Helping people	10 Working with people	11 Able to see physical results of work	12 Opportunity for self expression	13 Works as part of a team	14 Works independently	15 Work is closely supervised	16 Directs activities of others	17 Generally confined to work area	18 Overtime or shift work required	19 Exposed to weather conditions	20 High level of responsibility	21 Requires physical stamina	22 Works with detail	23 Repetitious work	24 Motivates others	25 Competitive
Railroad occupations																									
Shop trades workers		X			X		X						X		X				X						
Signal department workers					X		X						X						X		X				
Station agents					X				X	X				X			X	X					X		
Telegraphers, telephoners, and tower workers					X		X						X		X		X	X							
Track workers					X		X				X		X		X				X		X				
Driving occupations																									
Intercity busdrivers					X		X		X					X			X	X	X						
Local transit busdrivers					X		X		X					X			X	X	X						
Local truckdrivers					X		X							X			X	X	X		X				
Long-distance truckdrivers					X		X							X			X	X	X		X				
Parking attendants					X		X		X					X			X	X	X		X				
Taxi drivers						X	X		X					X			X	X	X						X
SCIENTIFIC AND TECHNICAL OCCUPATIONS																									
Conservation occupations																									
Foresters				C	X		X							X		X		X	X	X	X				
Forestry aides and technicians			X		X		X						X					X	X		X				
Range managers				C	X			X						X					X		X				
Soil conservationists				C	X			X				X		X					X		X	X			
Engineers																									
Aerospace				C		X		X			X	X	X			X				X		X			
Agricultural				C		X		X			X	X	X			X						X			
Biomedical				C		X		X			X	X	X			X						X			
Ceramic				C		X		X			X	X	X			X						X			
Chemical				C		X		X			X	X	X			X						X			
Civil				C	X			X			X	X	X			X				X		X			

	High school diploma 1	Technical school or apprenticeship 2	Junior college 3	College degree 4	Jobs widely scattered 5	Jobs concentrated in localities 6	Working with things 7	Working with ideas 8	Helping people 9	Working with people 10	Able to see physical results of work 11	Opportunity for self expression 12	Works as part of a team 13	Works independently 14	Work is closely supervised 15	Directs activities of others 16	Generally confined in work area 17	Overtime or shift work required 18	Exposed to weather conditions 19	High level of responsibility 20	Requires physical stamina 21	Works with detail 22	Repetitious work 23	Motivates others 24	Competitive 25
Engineers																									
Electrical				C	X			X			X	X	X			X						X			
Industrial				C	X			X				X	X			X				X		X		X	
Mechanical				C	X			X			X	X	X			X						X			
Metallurgical				C		X		X			X	X	X			X						X			
Mining				C		X		X			X	X	X			X			X	X		X			
Environmental scientists																									
Geologists				G		X		X				X		X								X			
Geophysicists				C		X		X				X		X								X			
Meteorologists				C		X		X				X		X				X				X			
Oceanographers				C		X		X				X	X			X			X			X			
Life scientists																									
Biochemists				C	X			X				X										X			
Life scientists				G	X			X				X		X								X			
Soil scientists				C	X			X				X		X								X			
Mathematics occupations																									
Mathematicians				C	X			X				X		X			X					X			
Statisticians				C	X			X				X	X				X					X			
Physical scientists																									
Astronomers				C		X		X				X		X											
Chemists				C	X			X				X		X											
Food scientists				C	X			X				X		X											
Physicists				C	X			X				X		X											
chnicians																									
Broadcast technicians	X				X		X						X			X		X		X		X			

	High school diploma 1	Technical school or apprenticeship 2	Junior college 3	College degree 4	Jobs widely scattered 5	Jobs concentrated in localities 6	Working with things 7	Working with ideas 8	Helping people 9	Working with people 10	Able to see physical results of work 11	Opportunity for self-expression 12	Works as part of a team 13	Works independently 14	Work is closely supervised 15	Directs activities of others 16	Generally confined to work area 17	Overtime or shift work required 18	Exposed to weather conditions 19	High level of responsibility 20	Requires physical stamina 21	Works with detail 22	Repetitious work 23	Motivates others 24	Competitive 25
Technicians																									
Drafters (draftsmen)			X		X			X					X		X		X					X			
Engineering and science technicians			X		X		X						X		X							X			
Food processing technicians			X		X		X						X		X							X			
Surveyors	X	2*	2		X			X					X			X			X			X			
MECHANICS AND REPAIRERS																									
Telephone craft occupations					X		X							X											
Central office craft occupations	X				X		X				X			X			X	X				X	X		
Line installers and cable splicers	X				X		X						X		X			X	X		X	X			
Telephone installers and repairers	X				X		X						X					X	X		X	X			
Other mechanics and repairers																									
Air-conditioning, refrigeration, and heating mechanics					X		X				X			X				X							
Appliance repairers					X		X							X						X					
Automobile body repairers		X			X		X				X			X			X				X				
Automobile mechanics		X			X		X				X			X			X				X				
Boat-motor mechanics					X		X				X			X				X							
Bowling-pin-machine mechanics					X		X							X				X			X		X		
Business machine repairers	X	X			X		X							X								X			
Computer service technicians					X		X							X											
Diesel mechanics		X			X		X				X			X			X				X				
Dispensing opticians and optical technicians	X	X			X		X	X	X		X			X								X			
Electric sign repairers					X		X				X			X				X	X		X	X			
Farm equipment mechanics		X			X		X				X			X				X	X		X				
Industrial machinery repairers	X	X			X		X							X				X			X	X			
Instrument repairers	X	X			X		X							X			X					X			

* See footnotes at end of table.

Instruction Sheet II (p. 12)

	High school diploma 1	Technical school or apprenticeship 2	Junior college 3	College degree 4	Jobs widely scattered 5	Jobs concentrated in localities 6	Working with things 7	Working with ideas 8	Helping people 9	Working with people 10	Able to see physical results of work 11	Opportunity for self-expression 12	Works as part of a team 13	Works independently 14	Work is closely supervised 15	Directs activities of others 16	Generally confined to work area 17	Overtime or shift work required 18	Exposed to weather conditions 19	High level of responsibility 20	Requires physical stamina 21	Works with detail 22	Repetitious work 23	Motivates others 24	Competitive 25
Other mechanics and repairers																									
Jewelers and jewelry repairers		X			X		X							X			X					X			
Locksmiths					X		X							X								X			
Maintenance electricians		X			X		X							X											
Motorcycle mechanics					X		X				X			X											
Piano and organ tuners and repairers	X					X	X							X											
Shoe repairers					X		X				X			X			X				X		X		
Television and radio service technicians		X			X		X		X		X			X								X			
Truck and bus mechanics		X			X		X							X							X				
Vending machine mechanics						X	X				X		X	X				X			X	X			
Watch repairers		X			X		X				X		X	X			X					X			
HEALTH OCCUPATIONS																									
Dental occupations																									
Dentists				G	X				X	X	X	X		X					X			X			
Dental assistants			X		X				X	X			X		X		X						X		
Dental hygienists			X		X				X	X				X			X						X		
Dental laboratory technicians	X	X				X					X		X		X		X					X	X		
Medical practitioners																									
Chiropractors				C	X				X	X	X	X		X						X		X			
Optometrists				G	X				X	X	X	X		X				X		X		X			
Osteopathic physicians				G	X				X	X	X	X		X				X		X		X			
Physicians				G	X				X	X	X	X		X				X		X		X			
Podiatrists				G	X						X	X		X						X		X			
Veterinarians				G	X						X	X		X				X	X	X		X			

Instruction Sheet II (p. 13)

	1 High school diploma	2 Technical school or apprenticeship	3 Junior college	4 College degree	5 Jobs widely scattered	6 Jobs concentrated in localities	7 Working with things	8 Working with ideas	9 Helping people	10 Working with people	11 Able to see physical results of work	12 Opportunity for self-expression	13 Works as part of a team	14 Works independently	15 Work is closely supervised	16 Directs activities of others	17 Generally confined to work area	18 Overtime or shift work required	19 Exposed to weather conditions	20 High level of responsibility	21 Requires physical stamina	22 Works with detail	23 Repetitious work	24 Motivates others	25 Competitive
Medical technicians, technologists, and assistants occupations																									
Electrocardiograph technicians			X		X				X	X			X		X							X	X		
Electroencephalograph technicians			X		X				X	X			X		X							X	X		
Medical assistants			X		X				X	X			X		X			X				X			
Medical laboratory workers	X	3*	3	3	X	X	X						X		X			X		X		X			
Medical record technicians and clerks				C	X		X							X								X	X		
Operating room technicians	X				X			X	X				X		X							X			
Optometric assistants	X				X				X	X			X		X							X			
Radiologic (X-ray) technologists				C	X		X		X				X		X			X		X		X			
Respiratory therapists	X				X				X	X			X		X			X				X			
Nursing occupations																									
Registered nurses	X	4*	4	4	X				X	X			X		X	X		X		X		X			
Licensed practical nurses		5*	5		X				X	X			X		X			X				X			
Nursing aides, orderlies, and attendants					X				X	X			X		X			X							
Therapy and rehabilitation occupations																									
Occupational therapists				C	X				X	X	X	X		X		X						X			
Occupational therapy assistants	X				X				X	X	X		X		X										
Physical therapists				G	X				X	X	X	X		X		X				X		X			
Physical therapy assistants		5*	5		X				X	X	X		X		X										
Speech pathologists and audiologists				G	X				X	X	X	X		X		X				X		X			
Other health occupations																									
Dietitians				C	X			X	X					X		X						X			
Hospital administrators				G	X					X				X		X		X		X		X		X	
Medical record administrators				C	X		X							X								X	X		

* See footnotes at end of table.

Instruction Sheet II (p. 14)

	1 High school diploma	2 Technical school or apprenticeship	3 Junior college	4 College degree	5 Jobs widely scattered	6 Jobs concentrated in localities	7 Working with things	8 Working with ideas	9 Helping people	10 Working with people	11 Able to see physical results of work	12 Opportunity for self-expression	13 Works as part of a team	14 Works independently	15 Work is closely supervised	16 Directs activities of others	17 Generally confined to work area	18 Overtime or shift work required	19 Exposed to weather conditions	20 High level of responsibility	21 Requires physical stamina	22 Works with detail	23 Repetitious work	24 Motivates others	25 Competitive
Other health occupations																									
Pharmacists				G	X		X		X					X				X		X		X			
Sanitarians				C	X		X							X								X			
SOCIAL SCIENTISTS																									
Anthropologists				G	X			X				X		X								X			
Economists				C	X			X				X		X								X			
Geographers				C	X			X				X		X								X			
Historians				G	X			X				X		X								X			
Political scientists				C	X			X				X		X								X			
Sociologists				G	X			X				X		X								X			
SOCIAL SERVICE OCCUPATIONS																									
Counselors																									
School counselors				C	X				X	X			X			X				X					
Employment counselors				C	X				X	X	X			X		X	X							X	
Rehabilitation counselors				C	X				X	X				X		X				X				X	
College career planning and placement counselors				C	X				X	X				X		X								X	
Clergy																									
Protestant ministers				G	X				X	X				X		X								X	
Rabbis				G	X				X	X				X		X								X	
Roman Catholic priests				G	X				X	X				X		X								X	
Other social service occupations																									
Cooperative extension service workers				C	X				X	X						X								X	
Home economists				C	X				X	X		X		X		X								X	
Psychologists				G	X			X	X			X		X						X		X		X	
Recreation workers				C	X				X	X				X		X		X			X			X	

Instruction Sheet II (p. 15)

	1 High school diploma	2 Technical school or apprenticeship	3 Junior college	4 College degree	5 Jobs widely scattered	6 Jobs concentrated in localities	7 Working with things	8 Working with ideas	9 Helping people	10 Working with people	11 Able to see physical results of work	12 Opportunity for self-expression	13 Works as part of a team	14 Works independently	15 Work is closely supervised	16 Directs activities of others	17 Generally confined to work area	18 Overtime or shift work required	19 Exposed to weather conditions	20 High level of responsibility	21 Requires physical stamina	22 Works with detail	23 Repetitious work	24 Motivates others	25 Competitive
Other social service occupations																									
Social service aides						X			X	X			X		X			X							
Social workers				C	X				X	X				X		X				X				X	
ART, DESIGN, AND COMMUNICATIONS–RELATED OCCUPATIONS																									
Performing arts																									
Actors and actresses			X			X		X				X	X					X							X
Dancers			X			X		X				X	X					X							X
Musicians				C	6	X		X	6			X	X					X							X
Singers				C	6	X		X	6			X	X												X
Design occupations																									
Architects		X		C	X			X	X		X	X		X		X				X		X			X
Commercial artists			X			X		X			X	X	X		X			X				X		X	
Display workers	X				X			X			X	X		X											
Floral designers					X		X				X	X		X			X								
Industrial designers				C		X		X			X	X	X												
Interior designers			X			X		X	X		X	X		X		X						X			X
Landscape architects				C	X			X	X		X	X		X		X						X			X
Photographers	X	X			X			X			X	X		X								X			X
Urban planners				G		X		X	X			X	X			X				X		X		X	
Communications–related occupations																									
Interpreters				C		X		X		X				X				X							
Newspaper reporters				C	X			X	X		X	X	X					X		X	X	X			X
Radio and television announcers	X				X			X						X			X	X						X	X
Technical writers				C	X			X			X		X							X		X			

1. Requirements vary according to type of industry.
2. Postsecondary schooling required, usually in junior college, technical school, or vocational school.
3. Educational requirements vary according to area of work. See *Occupational Outlook Handbook* for details.
4. Type of training program depends on individual preference.
5. Training programs are available from vocational schools or junior college.
6. Teachers only.

Instruction Sheet III

EXPLORING JOBS

Find out all you can about the two jobs you selected from the table in Instruction Sheet II. The forms on the next two pages will serve as a good guide to your exploration. Use the Occupational Outlook Handbook as a reading reference. If you know people who already hold a job like the one you are exploring, talk with one or two of them.

When you get all the information you need for both jobs, fill out a worksheet for each one of them. Save each worksheet for use in the Check-Out Activity.

Instruction Sheet III (p. 2)

EXPLORING JOBS

Student's Name ______________________ **Date** __________

Title of job ______________________

List the names of books or other materials used, or persons interviewed ______________________

____

Job Requirements

What education and/or training is needed? ______________________

____

List any special abilities needed (verbal, numerical, mechanical, etc.) ______________________

____

Do you need a license or special certificate to do this work? ______________________

List any other requirements. ______________________

Job Description

What are the duties? ______________________

____

____

Check (✓) the kinds of interests that are related to this job. (This question may be omitted if the information is not available.)

- ☐ artistic
- ☐ clerical
- ☐ computational
- ☐ mechanical
- ☐ literary
- ☐ musical
- ☐ outdoor
- ☐ scientific
- ☐ persuasive
- ☐ social service

Check (✓) any special working conditions associated with this job.

- ☐ routine, unchanging work
- ☐ work that changes a lot
- ☐ work under supervision
- ☐ work without supervision
- ☐ work mostly with others
- ☐ work mostly alone
- ☐ very little movement
- ☐ heavy physical work
- ☐ dangerous work
- ☐ night or weekend work
- ☐ extreme heat or cold
- ☐ get dirty or greasy
- ☐ high pressure work
- ☐ much travel
- ☐ all inside work
- ☐ loud noise

Does the job have any other special working conditions? Describe them. ______________________

____

What is the pay or pay range? ______________________

Job Future

What are the chances for advancement? ______________________

____

What are the chances for staying employed in this job (employment outlook)?

____

In Your Opinion . . .

What are the major advantages of this job? ______________________

____

What are the major disadvantages of this job? ______________________

____

Instruction Sheet III (p. 3)

EXPLORING JOBS

Student's Name ______________________ **Date** __________

Title of job ______________________

List the names of books or other materials used, or persons interviewed ______________________

____

Job Requirements

What education and/or training is needed? ______________________

____

List any special abilities needed (verbal, numerical, mechanical, etc.) ______________________

____

Do you need a license or special certificate to do this work? ______________________

List any other requirements. ______________________

Job Description

What are the duties? ______________________

____

____

Check (✓) the kinds of interests that are related to this job. (This question may be omitted if the information is not available.)

- ☐ artistic
- ☐ clerical
- ☐ computational
- ☐ mechanical
- ☐ literary
- ☐ musical
- ☐ outdoor
- ☐ scientific
- ☐ persuasive
- ☐ social service

Check (✓) any special working conditions associated with this job.

- ☐ routine, unchanging work
- ☐ work that changes a lot
- ☐ work under supervision
- ☐ work without supervision
- ☐ work mostly with others
- ☐ work mostly alone
- ☐ very little movement
- ☐ heavy physical work
- ☐ dangerous work
- ☐ night or weekend work
- ☐ extreme heat or cold
- ☐ get dirty or greasy
- ☐ high pressure work
- ☐ much travel
- ☐ all inside work
- ☐ loud noise

Does the job have any other special working conditions? Describe them. ______________________

____

What is the pay or pay range? ______________________

Job Future

What are the chances for advancement? ______________________

____

What are the chances for staying employed in this job (employment outlook)?

____

In Your Opinion . . .

What are the major advantages of this job? ______________________

____

What are the major disadvantages of this job? ______________________

____

Instructor's Final Checklist

MATCHING YOURSELF TO SUITABLE JOBS

The student should be evaluated according to the performance ratings in the box. Indicate on a separate sheet of paper whether the student's performance for each item is Fully Accomplished, Partially Accomplished, Not Accomplished, or under certain circumstances, Not Applicable.

Performance Level: All items must receive a rating of FULLY ACCOMPLISHED (or Not Applicable). If any items are rated Not Accomplished or Partially Accomplished the student and instructor will decide which learning activities must be repeated.

	Fully Accomplished	Partially Accomplished	Not Accomplished	Not Applicable
The student selected a job that is compatible with his/her personal characteristics and preparation	[ ]	[ ]	[ ]	[ ]

Check-Out Activities

The statement below explains the activity you must be able to complete in order to finish this module. After you have gone through the activity, your instructor will rate your performance using the Instructor's Final Checklist, MATCHING YOURSELF WITH SUITABLE JOBS.

Your instructor will provide a form entitled "Matching Personal Characteristics and Job Requirements." Using the "Exploring Jobs" worksheets, which you prepared in Instruction Sheet III, complete the form. Then determine from the answers on your form which job is most suitable for you (the last item included on the form).

Instruction Sheet II

MAKING CONTACTS BY PERSONAL VISITS

If you decide to find a job by making a personal visit to the employer, there are some steps you should take before you make the contact.

You should find out what products the company makes or the services it provides. Knowing the size of the company can also be helpful. Does the company have business locations in other cities in the same state, in other states, and other countries? If you have some knowledge about the company, it tells the employer you are really interested in the company.

Be sure you are dressed properly for the job in which you are interested. If you look as if you will meet the company's expectations, you are more likely to get an interview or a job.

When you go to that particular company looking for job openings, go alone. The employer wants to see what you can do by yourself.

It is possible the employer will want to interview you right then or will ask you to complete an application for employment. So when you go, be ready for the interview or be ready to complete the application if requested.

Instruction Sheet II (p. 2)

To be prepared, take your Social Security card and resume with you, and be prepared to answer questions such as: What do you want to do? How will the job help you meet your goals? Why did you choose this particular company?

You may be a little nervous about what to say when you go into a company to ask for a job. The first step is to find out whom you should talk to about a job. If the company is large, you should ask to see the personnel manager; if it is small, ask to see the manager or owner. When you are taken to the proper person, introduce yourself and identify the school you are attending or attended. Then explain that you are looking for a job and ask if there are any openings for which you can apply. If you are told there are no openings, then you should ask if you can leave an application in case a job becomes available. Should the employer say they will be hiring later, ask when and how often you should call back about the jobs and the name of the person you should contact.

While you are talking to the employer, explain what kinds of work you can do, and mention any previous work experience you have had, even if only part-time.

Show that you are interested in doing a good job, and the employer may hire you on the spot. One thing you should remember is: Do not say that you can do anything or that you will take any job that is open. This may make the employer think you are not really interested in the company or that you are not sure of your own ability.

✓

Student Self-Check II

MAKING CONTACTS BY PERSONAL VISITS

From the list of activities below, write the numbers of those activities which should be performed when you are making contact by a personal visit. Write your answer on a SEPARATE SHEET OF PAPER. When you have finished, compare your answers with those at the bottom of the page.

_____ 1. Dress appropriately for the job for which you are applying.

_____ 2. Take a friend or relative with you.

_____ 3. Find out something about what the company does.

_____ 4. Refuse to be interviewed the day you make the visit.

_____ 5. Leave your personal data sheet at home.

_____ 6. Be ready to complete an application.

_____ 7. Have answers as to why you want to work for that particular company.

_____ 8. Introduce yourself.

_____ 9. Identify the school you are attending or have attended.

_____ 10. Tell the employer you can do anything.

_____ 11. Tell the employer you will take any job open.

_____ 12. Find out whom you should talk to concerning a job.

_____ 13. Take your Social Security card.

_____ 14. Know nothing about the company.

_____ 15. Be ready to be interviewed the day you make contact.

_____ 16. Ask if there are any job openings for which you can apply.

_____ 17. Explain skills you have.

_____ 18. Tell about previous work experience, including part-time work.

ANSWERS: 1, 3, 6, 7, 8, 9, 12, 13, 15, 16, 17, and 18

Instruction Sheet III

MAKING CONTACTS BY TELEPHONE

If you decide to telephone companies about job openings or if you are responding to an ad in the newspaper or trade journal, there are a few points you will want to remember.

1. Make a list of the names of the companies and the telephone numbers.

2. Get a pencil and paper so you may write the information you need to remember.

3. Phone each company and ask to speak to someone about applying for a job.

4. Speak politely and clearly in your normal voice.

5. When you speak with the personnel manager, manager, or owner, tell that person what your name is and the job for which you are interested in applying. If you know the job is open, tell the person how you know about the job. If you do not know what jobs are available, then just explain what kind of job you are interested in; for example, a job as a welder.

6. If the personnel manager, manager, or owner tells you there are no openings, then thank that person and hang up. If the answer is yes, then ask how you should apply and how to get an appointment for an interview.

7. If the person with whom you are talking makes an appointment for the interview over the phone, be sure you have written down the following: (1) time and date; (2) place; (3) name of person you are to see; and (4) job requirements (special training, high school education, work experience, special tools or clothes for the job).

8. Read back the time, date, place, name of person you are to contact, and the job description to be sure you have written it down correctly.

9. End the conversation politely by thanking the person for the information.

Instruction Sheet III (p. 2)

In summary, there are some telephone rules that will help you make a good impression on an employer and may also help you get the job in which you are interested. The following is a brief review of these rules.

1. Be sure you have the correct telephone number.
2. Have supplies (paper and pencil) ready to write the information you are seeking.
3. Speak politely and clearly in normal voice.
4. Identify yourself.
5. Explain what you want.
6. Write the information given you.
7. Confirm the information you have written.
8. Thank the employer for the time and information (s)he has given you.

Instruction Sheet V

FINAL CHECKLIST BEFORE THE INTERVIEW

Going over a checklist such as this one will help insure that your preparation period right up through your departure for the interview is complete.

1. Be sure to have with you:
    a. Your personal fact sheet
    b. A separate card with all the information needed to complete a job application
    c. Your own pen and pencil
    d. Documents you may need, such as licenses, certificates, military papers, and diplomas, degrees, or transcripts
    e. Your list of questions to ask the interviewer
    f. Name and title of person whom you are supposed to see (Know the spelling and pronunciation.)
    g. A small pad on which to write important information
2. Plan to go alone. Don't take a friend or relative with you.
3. Be sure you know:
    a. Something about the company
    b. What you have to offer the company
    c. What job you want with the company
    d. How much money you have to earn
    e. Your career goals, at least for the near future
    f. When you can start to work
    g. Current date
4. Be sure you have practiced, as appropriate to your job interview:
    a. Your typing and/or shorthand, if a clerical job
    b. Your mathematics

Instruction Sheet V (p. 2)

- c. Your physical skills of strength, agility, and/or general conditioning, if necessary
- d. Aptitude, knowledge, or intelligence tests
- e. Manual skills of your occupational area
- f. Your writing and spelling
- g. Your speaking ability

5. Be sure you have reliable transportation to the interview.
   - a. Check public transportation schedules
   - b. If you are driving:
     - (1) Make sure your car will get you there.
     - (2) Make sure you know the way.
     - (3) Make a test trip to see how long it takes.

6. Be sure to have your grooming, hygiene, and appearance in order by:
   - a. Taking a bath or shower
   - b. Brushing your teeth
   - c. Washing your hair and combing or styling it
   - d. Shaving (men)
   - e. Getting a good night of sleep
   - f. Avoiding the use of strong perfume, after-shave lotions, or heavy make-up
   - g. Polishing your shoes
   - h. Cleaning and pressing your clothing
   - i. Trimming your fingernails
   - j. Using a deodorant
   - k. Having a hair style that is neatly trimmed

7. Have a good attitude, and keep your good points in mind. Be ready to discuss them, but do not get carried away in proud talk of yourself.

Instruction Sheet V (p. 3)

8. Never go to an interview intoxicated by alcohol, drugs, marijuana, or other substances. Never go to an interview under the influence of, or after having used, any of them. The best policy is to never use alcohol, drugs, marijuana, or other substances that dull your senses while on the job.

Make a copy of this checklist and place it in your personal files.

Instruction Sheet I

WHAT IS A LABOR UNION?

A labor union is a little bit like a club. It is an organization made up of workers doing a certain kind of work. They get together for the purpose of getting fair wages, good working conditions, and job security.

There are three (3) kinds of labor unions:

(1) Closed shop. In a closed shop, the employer may hire only union members. In order to get a job in a closed shop business, you must already be a member of the union before you can be hired.

(2) Union shop. In a union shop, you do not have to be a union member in order to be hired, BUT you must become a union member after a period of time. The length of time before you must become a member depends on the union and the union agreement with the employer.

(3) Open shop. In an open shop, you do not have to be a union member unless you choose to be. There is an active union in the place of work, and it is up to you to decide whether or not you want to become a member. You can continue working in the business whether or not you become a union member.

Some of the larger labor unions are:

The Teamsters Union
United Mine Workers Union
Electrical Workers Union
Amalgamated Clothing Workers of America
Printers and Typographers Union

Belonging to a union is usually rather expensive. There is an initiation fee which is about $175. Then there are monthly dues. These usually run between $15 to $20 a month.

Payment for the initiation fee can be spread over a period of several months. A portion of the payment is deducted from each paycheck until the total amount has been paid. Monthly dues are also deducted from each paycheck.

Instruction Sheet I

GETTING TO KNOW THE JOB

Jane is so proud that she has landed a job at the big city bank, even though she is a small town girl. But now, as she walks up to the big double doors, she feels nervous. Questions flash through her mind: Can she do the job? Will the other employees like her? Can she get along with her boss?

The first day on the job is difficult for everyone everyone--not just you. Even people who have been employed before are anxious and nervous on the first day of a new job. They realize they will have to adjust to the new situation. But a majority of employers expect new employees to experience some problems during the time they are becoming acquainted with company rules, regulations, and operation. However, there are some rules that can help you get through the first day of work with undue stress and worry:

1. Plan to arrive at work early. Allow yourself extra time in the event you are caught in a traffic jam or have some other difficulty. Nothing makes a bad impression more than being late on your first day of work.

2. Expect to feel nervous and insecure. It's common for new workers to feel unsure of themselves, but most people manage to get through the day all right. Your employer will probably start you on an orientation program to introduce you to the company and your new job. A program such as this will help you feel more at ease and more adjusted to the new surroundings.

3. Take notes if you think you cannot remember. As you are getting instructions, information, and names of people you will be working with, try to remember as much as possible. But, don't expect to remember everything you are told the first day. You may want to take notes as various explanations are given. Any effort you show toward remembering will be appreciated by your boss and co-workers.

4. Show enthusiasm and interest in the job. If you are enthusiastic and interested in your job, you will do a better job. These attitudes exhibited the first day on the job help create good first impressions.

Instruction Sheet I (p. 2)

5. Ask questions about things you do not understand. One key to success on the new job is to ask questions. Don't be afraid to ask for fear you will appear stupid or unprepared for the job. Supervisors expect you to ask questions when you're not sure about something. Asking questions indicates that you are interested in your job and are anxious to do it correctly. So don't be afraid to ask if you don't know what to do.

   Be sure you ask someone who knows the correct answers, though. Don't go to the nearest person and ask. S(he) might give you an answer, but it may be wrong. The best person to ask is your supervisor. If s(he) is not around or is too busy to answer, then ask an experienced employee who is likely to know the answer.

   When you ask questions, keep them short and to-the-point--not explanations of why you don't know the answers. Then listen carefully so that you won't have to keep asking. In fact, it's a good idea to take notes if the answer is difficult or involved.

6. Tell your supervisor when you make a mistake. While you are learning, chances are that you will make mistakes. When this happens, (1) tell your supervisor, (2) ask how to correct the mistake, and (3) make the correction. Then try hard not to make the same mistake over and over. An employer will tolerate a mistake made by a new employee; but when the same mistake occurs over and over, s(he) may not be so tolerant.

7. Acquaint yourself with the rules, regulations, and procedures of the company, and follow them. Many companies, particularly the big companies, give new employees a handbook which contains such things as company policy, rules, regulations, and procedures. If you receive one of these handbooks, read it thoroughly so that you will know exactly what the company expects of you and what you can expect from the company.

   If a handbook is not provided, you can expect to attend an orientation session where company policy, rules, regulations, and procedures are discussed. It is recommended that you take notes during these sessions so that you can refer back to them if a questions about company policy, etc. arises.

   By acquainting yourself with company policy, you can determine what is expected of you and what you can expect of the company. The following pages list some things that both employer and employee have the right to expect of each other.

8. Keep a sense of humor and don't become discouraged. Most of the time, the boss and the other workers are eager to help the new employee learn the job and join the regular work crew. Once in a while, though, you may face some things you don't particularly like. You may be asked to run errands that seem unimportant. This is called "gopher work." (You, as the new employee, are asked to go for this and that.)

Instruction Sheet I (p. 3)

Or you may be given "busy work" (work that keeps you busy but is not essential to your job.) Once in a while, you may be forced to accept criticism. Don't let these things discourage you. Keep a sense of humor and remember that it won't last very long.

EMPLOYER EXPECTATIONS

Loyalty

Enthusiasm

Dependability

Initiative

Honesty

Cooperation

Willingness to learn

Willingness to follow directions

Acceptance of criticism

EMPLOYEE EXPECTATIONS

Courtesy

Sincerity

Loyalty

Cooperation

Dependability

Willingness to pay a fair salary

Willingness to keep employee informed on policies, rules, and regulations

Concern for safe working conditions

An honest evaluation of work

Student Self-Check II

RESIGNING THE RIGHT WAY

Sarah works at the jewelry counter at Stuarts, Inc. She is soon going to resign from her job, but she is really worried about how to go about it. She knows she has made some mistakes already, but she isn't sure what they are. She has just written to her friend, Sue, to tell her about her resigning problem. In the letter, she tells Sue what she has done. Some of the things that Sarah has done are right and some are wrong. Write the do's and dont's that Sarah has made. USE A SEPARATE SHEET OF PAPER. When you have finished, compare your answers with those on the next page.

1001 Longview Drive
Bowling Green, KY 42101
June 25, 19--

Dear Sue,

How are you? I'm fine except that I'm upset about my job. As you know, I've been working at Stuarts for over a year. There is another salesclerk, Sylvia, who is driving me crazy. I talked to my supervisor about her, but nothing has been done about it (a). So, I told another girl that I'm looking for a new job (b). I haven't found one yet (c). I had an interview at one place, but they asked me why I was leaving Stuarts, and I just had to say it was because I hated the place and just about everyone in it.

But I have made up my mind. I'm leaving two weeks from this Friday (e). I finally got my courage up and went to see my boss and tell her that I'm resigning (f). I also wrote a letter of resignation (g).

Sue, wish me luck so I can find a new job. Write me soon.

Your friend,

Sarah

Sarah

Student Self-Check II (p. 2)

(ANSWERS)

a. Do try to solve the problem without resigning.

b. Don't tell anyone you work with that you are job hunting.

c. Don't resign until you have a new job.

d. Don't criticize your old job when you are applying for a new job.

e. Do give at least two weeks' notice.

f. Do resign politely and in person.

g. Do write a letter of resignation.

5-A

CAREER PLANS

Name: ____________________ Date: __________
Career Field: ____________________

Long-Range Goals
Five year: ____________________
Ten year: ____________________

PLAN OF ACTION

	Occupational Choices	Advantages	Disadvantages	Training Needed
1.				
2.				
3.				
4.				

Short-Range Goals
First year: ____________________
Second year: ____________________
Third year: ____________________

Process of Elimination (Through Three-Year Span of Time)

	Occupational Choices	Reason for Elimination
1.		
2.		
3.		

Annual Self-Assessment of Attainments

Date		Needs
	First year	
	Second year	
	Third year	

SOURCE: Jobs, Seeking, Finding, Keeping
Maryland State Department of Education

STUDENT ACTIVITIES

THE SOURCE OF THE FOLLOWING MATERIAL IS:

Getting Your Foot In The Door
Student Workbook
Employability Skills:
An Instructional Program
Volume One
Board of Education
City of New York

Mirror Image

Please fill out this form for me as honestly as you can. I want to find out if others see me differently than I see myself.

____
(Identity of the evaluator - for example, parent, teacher, etc.)

	Much like me	Somewhat like me	Not at all like me
Is willing to help others			
Has self-confidence			
Enjoys art work			
Is well-groomed			
Is able to follow directions			
Is able to concentrate			
Is courteous, has good manners			
Gets along well with boys			
Gets along well with girls			
Gets along well with teachers			
Gets to school on time			
Gets along with relatives			
Has a sense of humor			
Remembers what's learned			
Controls temper			
Is good in sports			
Gets school work in on time			
Enjoys being with people			
Goes ahead with school work on his own			
Is able to talk to teachers easily			
Is interested in social studies			

	Much like me	Somewhat like me	Not at all like me
Enjoys doing arithmetic problems			
Enjoys playing a musical instrument			
Enjoys writing plays and stories			
Enjoys work in science			
Doesn't mind letting others have their way sometimes			
Wants to be perfect			
Studies hard, without wasting time			
Has a good attendance record			
Is a leader			
Is good in experiments			
Enjoys a challenge			
Likes to think up new ideas			
Enjoys following a good leader			
Likes to make other people happy			
Enjoys working with details			
Enjoys working with physical objects			

Mirror Image: An Evaluation

Part II - Fill in the Blanks.

1. Compared to others, this person is a ______________________ student.
2. His/her favorite subjects are ________________________________.
3. He/she does best in ____________________________________.
4. The subjects this person dislikes most are ____________________.
5. The subjects he/she does poorest in are _______________________.
6. This person is in school because _____________________________.
7. When he/she has free time, the things he/she most likes to do are ________ ____.
8. The things he/she does the best in life are ____________________.
9. The things he/she is weakest in are __________________________.
10. What this person wants most out of life is ____________________.

Part III - Put a Circle Around the Word or Phrase in each Group below that Best Describes the Student.

a. good listener, boisterous, frank

b. timid, show-off, talkative

c. alert, short-tempered, courteous

d. impulsive, careful, fearful

e. self-controlled, quick-tempered, self-reliant

f. slow-moving, aggressive, diligent

g. responsible, optimistic, inattentive

h. secretive, confident, fast-learner

i. sensible, sensitive, shallow

j. practical, extravagant, dictatorial

k. adventuresome, conscientious, gossipy

VOCATIONAL DEVELOPMENT

Vocational Education

Competency Test-item Bank

JULY 1, 1983

DIVISION OF VOCATIONAL EDUCATION
NORTH CAROLINA DEPARTMENT OF PUBLIC INSTRUCTION
Competency-Based Employability Skills
(VEC-VOCD-C/TIB-0002)

COMPETENCY 001: Analyze the influence of personal interests and abilities on the choice of employment opportunities.

OBJECTIVE 001-01: The student will analyze the effect individual interests have on career choice.

TEST ITEM 001-01-01

INSTRUCTIONS TO STUDENTS: Select the correct response by placing the letter in the blank to the left of the statement.

_____1. Many factors have a direct influence on one's career choice. From the statements provided, select the factor that should have the least influence on one's career choice.

a. Awareness of likes, dislikes and hobbies.
b. Awareness of one's skills and aptitudes.
c. Awareness of others' opinions of you.

_____2. One needs to discover his/her interests before making a career choice. One statement below is not a true one. Identify the INCORRECT response.

a. Interest inventories will indicate things with which you are not necessarily familiar.
b. Measurements and inventories are a way of finding out about things without actually experiencing the work or task.
c. You automatically know what you find interesting.
d. Counselors can help you discover your interests.

_____3. One needs to understand the importance of interests in career decision-making. Identify the INCORRECT response.

a. Interests need to be identified, explored and evaluated.
b. Interests should be ranked in order of priorities.
c. Interests that develop abilities which could lead to job satisfaction should receive strong consideration.
d. Interests should be determined by the job that pays the most.

TEST ITEM 001-01-02

INSTRUCTIONS TO STUDENTS: Read the following statements and mark "C" if the statement is correct and "I" if the statement is incorrect. After completing the answers, rewrite those statements marked incorrect on your answer sheet so that they will become correct ones.

Some individuals are unable to choose a successful career because they lack ____________________.

_____1. Curosity about themselves.

_____2. Confidence in themselves.

_____3. Knowledge about careers.

_____4. Knowledge of the relationship interests have on career choice.

_____5. Money to pursue the exploration of many varied occupations.

TEST ITEM 001-01-03

INSTRUCTIONS TO STUDENTS: Place in the blanks on the left, the letters of the correct response listed in the grouping on the right of the sheet.

Individuals who are hired in jobs that they find interesting usually

_____1.
_____2.
_____3.

a. Perform better
b. Make more money
c. Have fewer absentees
d. Enjoy the job
e. Occupy administrative positions

COMPETENCY 001: Analyze the influence of personal interests and abilities on the choice of employment opportunities.

OBJECTIVE 001-02: The student will identify the importance of determining personal strengths and weaknesses.

TEST ITEM 001-02-01

INSTRUCTIONS TO TEACHER: Assemble appropriate magazines, scissors, poster paper and glue.

INSTRUCTIONS TO STUDENTS: From the magazines given, make a collage which expresses your thoughts about your career.

TEST ITEM 001-02-02

INSTRUCTIONS TO STUDENTS: Place a "C" in the blank to the left of each phrase that can be used to determine personal strengths and weaknesses and an "I" to the left of those that cannot be used.

_____1. Spare time activities and/or hobbies

_____2. Best school subject

_____3. Subjects studied

_____4. Achievements and awards

_____5. Peer group reputation

_____6. Community activities

_____7. Sports and/or games

_____8. Club activities

_____9. Household tasks

____10. Interpersonal relationships

TEST ITEM 001-02-03

INSTRUCTIONS TO STUDENTS: Explain the following statement:

"You have to know your strengths and weaknesses before you can decide what you will do with your life."

COMPETENCY 001: Analyze the influence of personal interests and abilities on the choice of employment opportunities.

OBJECTIVE 001-03: The student will analyze the influence personality traits have on career patterns.

TEST ITEM 001-03-01

INSTRUCTIONS TO STUDENTS: Read the following statements and mark "C" if the statement is correct and "I" if the statement is incorrect. When you have completed the answers, rewrite those statements marked incorrect on the back of your answer sheet so that they will become correct ones.

_____1. People who like working with machines and tools may like realistic or hands-on activities.

_____2. People who enjoy helping others usually choose careers dealing with people.

_____3. People who are motivated to explore and discover the unknown usually choose careers from the fine arts, as: singing, dancing, or acting.

TEST ITEM 001-03-02

INSTRUCTIONS TO STUDENTS: Identify the following career patterns by filling in the correct answer provided to the left of the statement.

_____1. Enjoys working with people

_____2. Has an inquiring mind; likes to explore and solve problems

_____3. Has finger dexterity; likes things in an orderly fashion

_____4. Likes the company of others

a. Investigative
b. Clerical
c. Social

TEST ITEM 001-03-03

INSTRUCTIONS TO STUDENTS: On a scale of 1- 5 rate the degree of job success the following personality traits would earn. Five represents the highest degree of success.

_____A. Responsibility - Fairly able to complete assigned tasks on time; usually capable of assuming responsible tasks and of carrying it to completion.

_____B. Leadership - Gives of self rather than demanding others to assume leadership role; modest and gracious; able to stimulate action in others.

_____C. Temper Control - Easily upset; frequent outburst of temper; takes frustration out on others; is unable to cope with unpleasant situations.

_____D. Dependability - Fairly dependable and trustworthy; usually maintains loyalty.

_____E. Acceptance of Criticism - Resents any suggestions; is discouraged by criticism.

_____F. Intelligence - Able to converse on many subjects; attempts to make others at ease by talking about themselves; is a good listener; can debate controversial issues without becoming emotional.

_____G. Cooperation - Always tries to get the easiest task; does work grudgingly and with little thought to co-workers.

_____H. Adaptable - Not responsive to changes; unable to adapt to new situations.

TEST ITEM 001-03-04

INSTRUCTIONS TO STUDENTS: Define trait:

TEST ITEM 001-03-05

INSTRUCTIONS TO STUDENTS: Define individuality:

TEST ITEM 001-03-06

INSTRUCTIONS TO STUDENTS: Define self-sufficiency and self-discipline:

COMPETENCY 001: Analyze the influence of personal interests and abilities on the choice of employment opportunities.

OBJECTIVE 001-04: The student will interpret the effects values have on work patterns.

TEST ITEM 001-04-01

INSTRUCTIONS TO STUDENTS: In the blank to the left of each statement write "yes" if you agree with the statement and "no" if you disagree.

_____1. The duties and responsibilities of my career choice are compatible with my values.

_____2. My future plans are to continue my education and enter the labor market.

_____3. Special benefits, excluding salary, make my career choice appealing.

_____4. Personal traits are always easy to change.

_____5. Life values and work values must merge if one is to have a satisfying career.

TEST ITEM 001-04-02

INSTRUCTIONS TO STUDENTS: Place a line under the correct phrase located in the parentheses found in each sentence.

1. (No one else, Someone else) is responsible for one's success and happiness.
2. A dedicated employee has learned to put (his/her own needs first, others' needs first).
3. You (can, cannot) live a happy, productive life if you choose to do so.
4. Work (is, is not) interrelated with other segments of one's life.

TEST ITEM 001-04-03

INSTRUCTIONS TO STUDENTS: Match the terms in the left column with the phrases in the right column.

_____1. Life's work

_____2. Relationships

_____3. Personal development

_____4. Barriers

a. Educational, physical, emotional, social
b. Activity which gives life meaning and purpose
c. Self-defeating attitudes
d. Friends, family, co-workers, others

COMPETENCY 001: Analyze the influence of personal interests and abilities on the choice of employment opportunities.

OBJECTIVE 001-05: The student will analyze the influence aptitudes have on varied careers.

TEST ITEM 001-05-01

INSTRUCTIONS TO STUDENTS: From the list of words provided below, select the word that correctly fills in the blank(s) within each sentence. Write your answer in the space provided in front of each sentence or statement.

_____1. Your counselor can assist you with the identification of your strengths and weaknesses by giving you _________ which predicts your potential to learn such things as clerical skills, auto mechanics, electronics, etc.

_____2. The ability to apply the decision-making steps are called ______________.

_____3. Your _______________ is measured by the number of abstract situations and/or problems you can correctly solve.

_____4. Disc jockeys, television commentators and lawyers usually have excellent ___________________.

a. Interpersonal skills
b. Verbal skills
c. Aptitude tests
d. Mathematical skills
e. Reasoning skills
f. Manual dexterity skills

TEST ITEM 001-05-02

INSTRUCTIONS TO STUDENTS: Since aptitudes give clues to the jobs in which one may find success, identify the following types of aptitudes. From the right hand column place the letter that correctly identifies the terms in the blank provided.

_____1. Motor Coordination
_____2. Clerical Perception
_____3. General Aptitude
_____4. Verbal Aptitude
_____5. Spatial Aptitude
_____6. Manual Dexterity Aptitude
_____7. Form Perception
_____8. Numerical Perception
_____9. Finger Dexterity
____10. Eye-hand-foot Coordination
____11. Color Discrimination

a. Closely related to the ability to do well in school.
b. To see how an object shown in a flat drawing or picture would actually look in three dimension.
c. Making the eyes and hands or fingers work together to perform certain tasks.
d. Understanding how words relate and the meanings of whole sentences and paragraphs.
e. Using the hands to perform such tasks as: band director, building models, furniture making, grooming pets, etc.
f. To notice detail in pictorial or graphic material and to make visual comparisons. It also includes seeing differences in shapes and figures or in the width or length of lines.
g. To observe differences in printed or written copy, proofread words and numbers, and avoid careless numerical errors.
h. Moving the fingers to work with small objects rapidly and correctly, e.g. surgery and dental work, typing and shorthand, playing the piano.
i. Includes solving arithmetic or story problems.
j. Seeing likenesses or differences in colors or shades. Identifying or matching certain colors. Selecting colors which go well together.
k. Moving the hands and feet together in response to visual signals or observations indicating the need to react e.g. airplane piloting, driving motor machines and vehicles.

TEST ITEM 001-05-03

INSTRUCTIONS TO STUDENTS: The sentences below pertain to aptitude. Choose your answer from the word list that is provided. Write the correct letter in the blank to the left of each sentence.

_____1. Knowing your own aptitudes gives you an idea of the __________ or __________ with which you can learn the tasks of an occupation.

_____2. Knowing your aptitudes can help you __________ or ______________ the occupations you are exploring.

_____3. You can learn more about your aptitudes by looking at your _________ and __________.

a. Confirm
b. Question
c. Achievements
d. Present abilities
e. Ease
f. Difficulty
g. Interest
h. Abilities

COMPETENCY 002: Analyze the influence of individual development on behavior.

OBJECTIVE 002-01: The student will discuss the influences that impact on self-concept.

TEST ITEM 002-01-01

INSTRUCTIONS TO STUDENTS: Read the following statements and mark "C" if the statement is correct and "I" if the statement is incorrect. After completing the answers, rewrite those statements marked incorrect on your answer sheet so that they will become correct ones.

_____1. Your self-concept is how you "see" or "feel about" yourself.

_____2. Both our own behavior and that of other people affect our self-concept.

_____3. Most of us feel good about ourselves when we do something for others.

_____4. We feel happy with ourselves when we do anything well.

_____5. Our self-concept changes; sometimes we have a high self-concept, and at other times we have a low one.

_____6. Our self-concept does not always give us a true picture of ourselves.

_____7. One's self-concept is a permanent state of the mind.

_____8. The self-concept can be improved.

_____9. A smile, a friendly manner of others, and/or the request for help can improve our self-concept.

____10. A compliment on our behavior or on how we look can boost and raise our self-concept.

TEST ITEM 002-01-02

INSTRUCTIONS TO STUDENTS: Place the letter provided in the right column in the blank to the left of each number to make the sentence a correct statement.

_____1. The social and physical surroundings of a person or community can influence your goals and behavior.

_____2. People who belong to the same group in society, e.g. grade, age, social class, interests, religion and work.

_____3. A group of closely related persons who live together in one household and who usually share many concerns and beliefs.

_____4. Attitudes toward certain persons or groups of people which tend to restrict these people's free movement toward their goals.

a. Social barriers
b. Family influences
c. Peer influences
d. Environmental

TEST ITEM 002-01-03

INSTRUCTIONS TO STUDENTS: After reading the case study below, determine the kind of self-concept Bill probably has and list five reasons (taken directly from this study) for your answer.

Case Study

Bill came to the United States when he was an infant. When he began school he did not speak English since it was not the spoken language in his home. An opportunity was not made available for him to learn to speak English. His Dad made him attend school everyday even though Bill told him he was the lowest achiever in the class. Since Bill had unusual drawing ability, he devoted most of his class time in this manner. He had few classmates that gave him much attention other than to laugh when the teacher reprimanded him. Bill would lower his head and look down when his father reprimanded him, so he reacted the same way at school. Bill was very happy to hear the bell that ended the school day. He walked home alone, usually kicking anything with which his foot made contact.

COMPETENCY 002: Analyze the influence of individual development on behavior.

OBJECTIVE 002-02: The student will examine the effects of self-concept on behavior.

TEST ITEM 002-02-01

INSTRUCTIONS TO STUDENTS: Place in the blank to the left the letter of the best response.

_____1. The way one views him/herself greatly affects

a. Study habits
b. Most behavior
c. Grooming practices
d. Voice tone

_____2. The different kinds of self-concepts are

a. Negative or poor, over confidence and positive
b. Real and unreal
c. Pseudo, frail and true
d. Weak and strong

_____3. Your attitude toward other people is affected by the

a. State of physical health
b. Way you feel about yourself
c. Amount of money you have to spend
d. Economic status of your parents

_____4. A person who has a poor or negative self image usually

a. Likes him/herself
b. Is not afraid of failure
c. Takes responsibility for his/her actions
d. Doesn't value his/her own ability

TEST ITEM 002-02-02

INSTRUCTIONS TO STUDENTS: After reading the case study below, list five kinds of behavior that Jon portrayed due to his feelings about himself (self-concept). Name the type of self-concept Jon has.

Case Study

Jon feels that other people are better than he is. He doesn't have any desire to groom himself well; to do his homework well, if at all; to study or to participate in co-curricula activities. His parents have given up on him, and most of his classmates call him silly since he has become a "clown". One little girl doesn't laugh at him; she smiles and tries to talk to him. Jon likes this classmate, but he rebuffs her friendly manner since he feels she is trying to be kind. He thinks she feels "sorry" for him.

TEST ITEM 002-02-03

INSTRUCTIONS TO STUDENTS: After reading the case study below, list five kinds of behavior that Jane portrayed due to her feelings (self-concept) about herself. Name the type of self-concept Jane displayed.

Case Study

Jane likes herself and enjoys living. She thinks she is very realistic with her outlook on life. She recognizes that she has strengths as well as weaknesses. She feels good about herself and her relationship with others. Jane is a good student; she studies hard, however, she is not the top student in the class. Jane is chairperson for many school organizations. Her classmates like to visit her because her friendship is warm and fair. Jane has ranked her three career choices based on her self-evaluation. She is doing well in a part-time job.

COMPETENCY 002: Analyze the influence of individual development on behavior.

OBJECTIVE 002-03: The student will examine factors that indicate a self-assured person.

TEST ITEM 002-03-01

INSTRUCTIONS TO STUDENTS: Read the following statements and mark "C" if the statement is correct and "I" if the statement is incorrect. When you have completed the answers, rewrite those statements marked incorrect on the back of your answer sheet so that they will become correct ones.

_____1. A person who has a positive self-concept feels good about him/herself even though he/she realizes the identification of personal weaknesses as well as strengths.

_____2. A self-assured person is not afraid to take certain risks.

_____3. Every self-assured person should feel that he/she is "better" than any other person.

_____4. A self-assured person is not a competitive person.

_____5. Self-assured persons are usually curious about their future and in things surrounding them.

_____6. Consideration of one's feelings and respect for one's opinions are characteristics of a self-assured person.

_____7. A good leader is one who usually likes him/herself.

_____8. The ability to accept criticism usually indicates a very secure person.

_____9. To be able to control one's emotions is a good worker trait that is usually found in people who like themselves.

_____10. Acceptance of their share of the responsibility and failure to constantly criticize people and situations are usually part of a self-assured person's behavior.

TEST ITEM 002-03-02

INSTRUCTIONS TO STUDENTS: From Column B enter the letter in the blanks provided in Column A of those factors that indicate a self-assured person.

Column A

_____1.
_____2.
_____3.
_____4.
_____5.

Column B

a. Tries to force ideas and opinions on others.
b. Few interests, is often bored.
c. Willing to change ideas, dress, and behavior when appropriate.
d. Almost never complains.
e. When talking with other people, looks them in the eye, but does not try to "stare them down."
f. Smiles easily.
g. Able to see the other person's point of view.
h. Doesn't want to be disturbed, doesn't like to cooperate.

TEST ITEM 002-03-03

INSTRUCTIONS TO STUDENTS: Write the name of the characteristic in the blank to the left of the statement that describes it.

____________________1. When the assigned job is finished the person can always find something extra to do. The person stays busy doing needed jobs between assignments.

____________________2. A person gives a "day's work for a day's pay."

____________________3. When there is a problem with the employer, the problem is discussed with the employer and not co-workers.

____________________4. The employee works well with the employer and other employees.

____________________5. Eagerness to learn everything you can about your job and the company is worth the effort.

COMPETENCY 002: Analyze the influence of individual development on behavior.

OBJECTIVE 002-04: The student will examine the effect self-concept has on job choice.

TEST ITEM 002-04-01

INSTRUCTIONS TO STUDENTS: Match the statements in the right column with the most likely behavior in the left column as they relate to a person's self-concept.

_____1. Positive self-concept

_____2. Poor-negative concept

_____3. Over confident

a. Would prefer a job that would depict greatness and power.

b. Would prefer a job that allows one to work alone if possible; requires written reports; association with an audience of people would be very limited or non-existent.

c. "I'm the greatest, the smartest, and the best dressed; therefore, I need a career that will let society benefit from my talents and rare qualities."

d. "I enjoy life and I know I have many strengths but I, also, have some weaknesses. I try not to fail, but if I do, I'll learn from the experience and start again. I want a career that will allow me to continue many joys on the job, at home, with friends and in the community."

e. "Other people are better than I am. People always laugh at me. I fail at everything; therefore, I'll choose a career that I know I can succeed without much effort and will protect me from the masses of people."

f. Would prefer a job that will allow association with people on many levels and an opportunity to advance. Loves to help others, while pursuing higher level skills.

TEST ITEM 002-04-02

INSTRUCTION TO STUDENTS: Please respond to the following statements in one paragraph.

The self-concept is the feeling a person has about him/herself. It reflects the person's outlook on life, and it influences one's behavior with others. Discuss how one's self-concept would influence his/her career choice. Give concrete examples.

TEST ITEM 002-04-03

INSTRUCTION TO STUDENTS: From the list of words provided below, select the word that correctly fills in the blank(s) within each sentence. Write your answer in the space provided in front of each sentence or statement.

_____1. Your __________ reflects your values.

_____2. Many __________ affect the way one feels about him/herself and the job.

_____3. Self-concepts change as one ____________ and ____________.

_____4. Changes in ______________ and __________________ will result in changes of the self-concept.

_____5. The self-concept continues to ______________ and ___________ throughout life.

_____6. As ____________ change attitudes and values, a corresponding change will occur in the self-concept.

_____7. The self-concept and the ______________ affect each other; changes in one will reflect changes in the other.

a. Values and goals
b. Grow and develop
c. Career choice
d. Self-concept
e. Factors
f. Grows and matures
g. New experiences

COMPETENCY 002: Analyze the influence of individual development on behavior.

OBJECTIVE 002-05: The student will discuss the influence self-concept has on job success.

TEST ITEM 002-05-01

INSTRUCTIONS TO STUDENTS: After reading the case study below, list five characteristics that will influence the success Mary may find in the job market.

Case Study

Mary reports to work and leaves exactly at the designated time. She works well and doesn't associate with her co-workers since she feels they do not want her around. She eats her lunch at her work station and reads a book until it is time to return to work. Many times Mary's supervisor observes her work and tries to engage her in conversation. Mary believes her supervisor is trying to interfere with her efficiency, so she can be criticized. She dislikes her supervisor. She dislikes departmental meetings since she sits alone and tries not to disturb others. Mary realizes her work is good and feels she has been overlooked since she hasn't received a promotion.

TEST ITEM 002-05-02

INSTRUCTIONS TO TEACHER: Have students to read the above case study.

INSTRUCTIONS TO STUDENTS: Using the case study above, discuss in one paragraph ways in which Mary could improve her job performance to merit a promotion.

TEST ITEM 002-05-03

INSTRUCTIONS TO TEACHER: Provide each student with the listing of characteristics found in "Succeeding in the World of Work", page 53.

INSTRUCTIONS TO STUDENTS: Select a famous person to analyze. List by categories the self-concept characteristics of which you are aware. (Refer to listing in "Succeeding in the World of Work", page 53.) On the basis of your study write a summative evaluation on the influence this person's self-concept had on his/her job success. Determine the kind of self-concept the person portrays. Place an "O" in front of those self-concept characteristics you determined as an asset to job success and place an "X" in front of those that you determined as being detrimental to job success.

TEST ITEM 002-05-04

INSTRUCTIONS TO STUDENTS: From the list below, place a check (✓) only by the self-concept characteristics that would contribute to job success.

_____1. Accepting responsibility

_____2. Being open-minded

_____3. Feeling superior to others

_____4. Staying neat and well groomed

_____5. Planning for advanced training

_____6. Portraying self-control

_____7. Following, very strictly, rules, guidelines and regulations

COMPETENCY 003: Demonstrate methods of career decision-making.

OBJECTIVE 003-01: The student will identify factors that influence career decision-making.

TEST ITEM 003-01-01

INSTRUCTIONS TO STUDENTS: After reading the case study below, list five factors that influenced Marilyn's choice of a career.

Case Study

Marilyn lived on the "other side of the tracks." She prepared herself daily to enter and succeed in the labor market. Since she earned good grades in all of her school subjects she decided she would choose a profession that would pay her a sizeable monthly salary so she would have a large total amount of lifetime earnings. Since she felt she had not been a social figure in school, she wanted a career that would give her job security, position and prestigious social status. She wanted a challenging career that would recognize her committed and dedicated life. Marilyn liked and worked well with others; the opportunity to please and serve humankind would give her further job satisfaction. After college Marilyn entered the school of medicine in her hometown.

TEST ITEM 003-01-02

INSTRUCTIONS TO TEACHER: Provide the above case study for students.

INSTRUCTIONS TO STUDENTS: Read the above case study and in the blanks below write statements taken from the study that best describes the basic factors that may influence career decision-making.

1. Value - ____________________
2. Self-concept - ____________________
3. Aptitude - ____________________
4. Personality - ____________________
5. Attitude - ____________________

TEST ITEM 003-01-03

INSTRUCTIONS TO STUDENTS: From the list of statements in the right column place the letter that best describes the factors that may influence career decision-making.

____1. Family	a. A group most people need; yet it exerts tremendous pressure on present and future behavior.
____2. Peer group	b. A group one usually likes to associate with and share confidences. It usually becomes one's support and guidance group.
____3. Teachers	c. A group that exerts influences from the "cradle to the grave."
____4. Friends	d. A group that can serve as role models, instructors, counselors, and friends.

TEST ITEM 003-01-04

INSTRUCTIONS TO STUDENTS: Describe briefly under each word the influence that factor could have on career decision-making.

1. Self-confidence - ____________________
2. Curiosity - ____________________
3. Determination - ____________________
4. Failure - Positive - ____________________
5. Talents - ____________________
6. Abilities - ____________________
7. Economic conditions - ____________________
8. Self-assurance - ____________________
9. Values - ____________________
10. Goals - ____________________

COMPETENCY 003: Demonstrate methods of career decision-making.

OBJECTIVE 003-02: The student will discuss the importance of establishing short and long term career goals.

TEST ITEM 003-02-01

INSTRUCTIONS TO STUDENTS: In the space provided in front of each statement, write the letter that makes the sentence correct.

_____1. Goals are usually divided into

a. Important and less important ones.
b. Large and small ones.
c. Short and long term ones.
d. Related and unrelated ones.

_____2. Goals divided into two categories enable one to

a. Disregard one category and concentrate on the other.
b. Have back-up goals if one fails.
c. Make short gains that are related to the big goal.
d. Work independently on goals that are very different.

_____3. It usually takes years to accomplish career goals because one has to

a. Sort out, test, modify and delay needs, resources and/or experiences.
b. Determine how the career goal will affect family, friends and society.
c. Be very sure that the career is the one best for him/her.
d. Be sure the career is one that can be defined as new and emerging.

_____4. Dividing career goals enables one to realize that

a. Resources are unlimited.
b. Determination is all that is needed to accomplish life's career goal.
c. Every need is a matter of immediate urgency and importance.
d. "Roadblocks" may delay the achievement of the overall goal.

TEST ITEM 003-02-02

INSTRUCTIONS TO STUDENTS: In the space provided, write the letter that correctly matches the numbered statement pertaining to career goals.

_____1. Life's career goal

_____2. Roadblock

_____3. Goal

_____4. Short steps

_____5. Values

a. Provides quick gains in a career pattern.
b. May necessitate years of training and experiences.
c. Issues, concerns and/or problems that may delay success.
d. Main objective.
e. Gives direction that guides behavior.
f. Insures a successful educational objective.

TEST ITEM 003-02-03

INSTRUCTIONS TO STUDENTS: In the space provided, write the letter that correctly matches the numbered statement pertaining to career goals.

_____1. Career development

_____2. Lifestyle goal

_____3. Aptitude

_____4. Interest

_____5. Mask

a. Hiding of real feelings and thoughts from others.
b. Talent that is undeveloped and untrained.
c. Choosing and preparing for a career.
d. How one sees him/herself in the future.
e. Liking one thing more than another.

COMPETENCY 003: Demonstrate methods of career decision-making.

OBJECTIVE 003-03: The student will justify the need to formulate an educational/career plan.

TEST ITEM 003-03-01

INSTRUCTIONS TO STUDENTS: From the list of words provided below, select the word that correctly fills in the blanks. Blanks are provided to the left of the narrative for answers.

Aptitudes
Personality
Education
Training
Plan
Career
Interests
Goals
Realistic
Job
Market
Courses

1. ______________
2. ______________
3. ______________
4. ______________
5. ______________
6. ______________
7. ______________
8. ______________
9. ______________
10. ______________
11. ______________
12. ______________

The career you choose will affect your life in many ways; therefore, you should have an organized plan for making decisions about your life. The first step in choosing a career is to set some 1. ______________ 2. ______________. A good plan has several alternatives. You should then involve yourself in experiences to help you achieve your plan. You will need to know your 3. ______________, skills or special talents; your 4. ______________ or things you really enjoy doing; and your 5. ______________ traits. It is also very important that you are fully aware of the 6. ______________ 7. ______________ outlook with knowledge of future employment trends; where the jobs may be found as well as the 8. ______________ and 9. ______________ you will need to prepare you to work in the field you have chosen. You will then be prepared to make a 10. ______________ 11. ______________ that will guide you yearly in planning your 12. ______________ and activities.

TEST ITEM 003-03-02

INSTRUCTIONS TO STUDENTS: Write the letter of the correct response in the space provided at the left of each statement.

_____1. An educational/career plan enables one to

a. Be assured that his/her goals will be accomplished.
b. Formulate a course of action based on values, interests and abilities.
c. Eliminate failure by setting a deadline for the overall accomplishment.
d. Follow a detailed plan that will not need flexibility.

_____2. In order to design an educational/career plan one has to engage in many processes. One basic process is

a. Career decision-making.
b. Career trial and error.
c. Career awareness.
d. Career dissemination.

_____3. An educational/career plan made in school may

a. Limit the use of appropriate information and tools.
b. Delay the job search effort.
c. Open or close career options.
d. Not allow for the demands of today's society on the changes that affect people and jobs.

COMPETENCY 003: Demonstrate methods of career decision-making.

OBJECTIVE 003-03: The student will justify the need to formulate an educational/career plan.

TEST ITEM 003-03-03

INSTRUCTIONS TO STUDENTS: An educational/career plan enables one to chart his/her life's goal. In order to make an education plan four main steps are needed. From the steps listed below arrange them in proper sequence. Place the number of the sequence in the spaces provided to the left of the statement. Use the letters A, B, C, and D with A being used as step 1.

_____1. Study the chosen field by finding out what jobs are available. Locate career information resources for the job and learn what job skills are necessary.

_____2. Set a top priority career goal. This provides something specific for which to work toward.

_____3. Keep a written summary of all planning and maintain a step-by-step, year-by-year record of progress toward your career goal.

_____4. Know your own interests, aptitudes, and abilities. Self-knowledge will help one set goals for him/herself - not just career goals but goals that will effect one's career as where and how one wants to live.

TEST ITEM 003-03-04

INSTRUCTIONS TO STUDENTS: Your opinion of the following concepts will indicate your awareness of the importance of an individual career/educational plan. Write agree or disagree before each sentence in the blank provided. On the back of your answer sheet, using the same numbering system, discuss the reason for each answer.

__________1. You should choose your work carefully instead of being chosen by it.

__________2. When you have some goals in mind you have something to work toward.

__________3. Your goals should be realistic so that you can achieve them.

COMPETENCY 003: Demonstrate methods of career decision-making.

OBJECTIVE 003-04: The student will examine educational opportunities provided in postsecondary training.

TEST ITEM 003-04-01

INSTRUCTIONS TO STUDENTS: Write the letter of the correct response in the space provided at the left of each statement.

_____1. Postsecondary educational opportunities available include:

a. Four year colleges and universities
b. Junior and community colleges
c. Technical institutes
d. Specialty or vocational schools
e. All of the above
f. a and b
g. a and c
h. a, b, and c

_____2. Postsecondary schools may be owned

a. Privately
b. By the state
c. By the community
d. By a union
e. All of the above
f. a and b
g. a and c
h. a, b, and c

_____3. Some postsecondary training

a. Requires course work ranging from six months to two years
b. Combines apprentice shop work, cooperative education, and work experience programs
c. Requires state examinations for licenses and certification before practicing
d. Will accept some students for enrollment with less than a high school education
e. All of the above
f. a and b
g. a and c
h. a, b, and c

TEST ITEM 003-04-02

INSTRUCTIONS TO STUDENTS: From the column on the right, place in the blank to the left, the answer that it correctly matches.

_____1. Teaching skills to young people by having them work under master tradespeople.

_____2. Specialists in the practical details of a scientific or mechanical subject.

_____3. Colleges that are paid for by cities, counties and states.

_____4. Find jobs that involve greater responsibility.

_____5. Offer traditional programs, work experience programs, graduate programs and/or professional programs.

_____6. The field a person specializes in while in school.

_____7. Explores and focuses on "why things happen" rather than having to learn in a brief period "how" things happen.

_____8. Tests what is learned in a job situation.

_____9. May operate within a university.

____10. Training that requires more than four years of college.

a. Baccalaureate degree
b. Apprenticeship
c. Professional school
d. Colleges and universities
e. Junior colleges
f. College
g. Cooperative program
h. Technician
i. Advanced degree holders
j. Major

COMPETENCY 003: Demonstrate methods of career decision-making.

OBJECTIVE 003-04: The student will examine educational opportunities provided in postsecondary training.

TEST ITEM 003-04-03

INSTRUCTIONS TO STUDENTS: From the column on the right, place in the blank to the left, the answer that it correctly matches.

____1. A person who has completed an apprenticeship and has received a certificate that shows certain kinds of work can be performed.

____2. Learning a job after being hired without a written agreement between the employer. Usually no classes, federal or state standards are involved.

____3. One is able to maintain a job and learn at home while receiving credit, certification or personal improvement.

____4. A federal subsidized program that provides basic education, classroom instruction, pre-apprenticeship, or on-the-job training.

____5. An opportunity to work and learn a trade, skill, or obtain a college education.

a. Manpower Development Training Program
b. Journeyman (Qualified Craft Worker)
c. Military Training
d. On-the-job Training
e. Correspondence Courses

TEST ITEM 003-04-04

INSTRUCTIONS TO STUDENTS: Place a plus (+) in front of statements that refer to postsecondary activities or institutions.

____1. Orientation to high school courses.

____2. Apprenticeship programs.

____3. Community colleges/technical institutions.

____4. Trade school

____5. Registrar, financial aid officer.

____6. High school transcript

____7. Orientation to SAT, PSAT.

____8. Associate degree.

COMPETENCY 003: Demonstrate methods of career decision-making.

OBJECTIVE 003-05: The student will explore varied media for needed career information.

TEST ITEM 003-05-01

INSTRUCTIONS TO STUDENTS: From the list provided select the five resources that have proved most helpful to you in securing career information. On the answer sheet, using the same numbering system, discuss the type of information secured.

____1. Career Center

____2. Media Center

____3. Occupational Outlook Handbook

____4. Dictionary of Occupational Titles

____5. Chamber of Commerce

____6. Resource persons

____7. COIN

____8. CHOICES

____9. North Carolina Careers

____10. Vocational Biographies

____11. Occupational Exploration Kit

____12. Employment Security Commission

TEST ITEM 003-05-02

INSTRUCTIONS TO STUDENTS: From the list on the right place the correct answer in the blank provided at the left of each number.

____1. A microcomputer occupational information retrieval system that gives data on 300 North Carolina jobs. Designed by Kansas Careers.	a. Dictionary of Occupational Titles DOT
____2. Lists many jobs and tells how much the jobholder works with data, people, and things.	b. COIN (Coordinated Occupational Information Network)
____3. A microfilm or computerized occupational retrieval system that gives national data.	c. Career Information Center
____4. A state and federal funded agency that assists with labor market demands and information.	d. Employment Security Commission
____5. A location that stores career-resource directions, books, pamphlets and brochures, and visual and/or sound presentations for student use.	e. North Carolina Careers

TEST ITEM 003-05-03

INSTRUCTIONS TO TEACHER: Provide students with paper to write individual narratives.

INSTRUCTIONS TO STUDENTS: Explain the use of the following in the career decision-making process.

1. Career resource directories, e.g. Occupational Outlook Handbook and Dictionary of Occupational Titles.
2. Books, pamphlets and brochures.
3. Film, filmstrips and cassette tapes.
4. Computerized information systems.
5. Resource persons.
6. Field trips and shadowing experiences.

COMPETENCY 003: Demonstrate methods of career decision-making.

OBJECTIVE 003-06: The student will engage in the problem solving process as it applies to career decision-making.

TEST ITEM 003-06-01

INSTRUCTIONS TO STUDENTS: Arrange in correct order the problem solving steps in career decision-making. Place the alphabet in the blank provided to the left of each phrase. "A" should represent the first step.

_____1. Evaluate the alternatives and make decision.

_____2. Clarify the situation.

_____3. Develop a plan of action and follow through.

_____4. Identify the criteria.

_____5. Search for alternatives.

TEST ITEM 003-06-02

INSTRUCTIONS TO STUDENTS: Write the letter of the statement that is incorrect in the blank to the left of the statement.

_____1. Once a career decision has to be made, one must approach each step by

  a. Knowing the real need or the problem.
  b. Making sure the focus is on the problem.
  c. Gathering as many facts as possible.
  d. Making a decision as quickly as possible.

_____2. Some ways people use to solve problems associated with career decisions are

  a. To interview workers.
  b. To take a part-time job.
  c. To research literature.
  d. Do decide on the career that is the most in demand.

_____3. Some of the questions that will help one in making a career decision are

  a. Does the work interest me?
  b. What job will pay the most money?
  c. What financial assistance is available for training me?
  d. Is advancement likely?

TEST ITEM 003-06-03

INSTRUCTIONS TO STUDENTS: Each of the terms listed below play a great role in the problem-solving process in career decision-making. Discuss the impact each can have on the decision-making process.

1. Strategy
2. Criteria
3. Probability
4. Risk
5. Revise

COMPETENCY 003: Demonstrate methods of career decision-making.

OBJECTIVE 003-07: The student will investigate a variety of occupations.

TEST ITEM 003-07-01

INSTRUCTIONS TO STUDENTS: From Column B select the response that correctly completes the statement in Column A.

Column A

_____1. Employes more people than any other category.

_____2. Enables a worker to "earn and learn" at the same time.

_____3. May be learned at a vocational school, junior college, or four year college.

_____4. Comprise the largest number of jobs in the service area.

_____5. Include police officers, mail carriers and hair stylists.

_____6. Is the largest professional occupation.

_____7. Is the second largest professional occupation.

_____8. Includes real estate agents.

Column B

a. Sales occupations
b. Food preparation
c. Clerical occupations
d. Engineering
e. Apprenticeship
f. Teaching
g. Computer work
h. Service occupations
i. Religious occupations
j. Robotic engineering

TEST ITEM 003-07-02

INSTRUCTIONS TO STUDENTS: There are many reasons why electives in schools are valuable. From the list below place a check (✓) in the blank of the correct statement.

Electives:

_____1. Provide the student an opportunity to have a mixture of hard and easy subjects to study.

_____2. Provide the student with a wider range of choices in terms of a future career.

_____3. Provide the student the opportunity to learn more about specific subjects that can help lead to a fuller, happier life.

_____4. Provide the student time to explore career interest early enough to change career goals.

_____5. Are courses that may interest students, help students prepare for a job or for further training or education.

TEST ITEM 003-07-03

INSTRUCTIONS TO STUDENTS: From Column B place the correct letter that corresponds with the number in Column A.

Column A

Subject Concentration

_____1. Art

_____2. Music

_____3. Home Economics

_____4. Marketing & Distributive Education

_____5. Trade and Industrial Education

_____6. Business and Office Education

_____7. Vocational Agriculture

_____8. Trade and Industrial Education

Column B

Occupations

a. Systems or market analyst
b. Ecologist
c. Composer
d. Computer programmer
e. TV product demonstrator
f. Diesel mechanic
g. Robot repairer
h. Advertising designer

COMPETENCY 003 : Demonstrate methods of career decision-making.

OBJECTIVE 003-08: The student will examine non-traditional job opportunities.

TEST ITEM 003-08-01

INSTRUCTIONS TO STUDENTS: Define the term listed below.

Non-traditional job opportunities may be defined as

TEST ITEM 003-08-02

INSTRUCTIONS TO STUDENTS: In the space provided are listed 14 non-traditional occupations. Place an "F" for female or "M" for male if employment opportunities are now accepting an opposite sex.
Example - (M) Child care worker.

1.( ) Truck drivers
2.( ) Principals of school
3.( ) Brick masons
4.( ) Astronauts
5.( ) TV workers
6. ( ) Pharmacists
7. ( ) Secretaries
8. ( ) Hair stylists
9. ( ) Electrical line repairers
10. ( ) Electricians
11. ( ) Computer analysts
12. ( ) Accountants
13. ( ) Nurses
14. ( ) Route drivers

TEST ITEM 003-08-03

INSTRUCTIONS TO STUDENTS: Non-traditional job opportunities are affected by many factors. Place a check (✓) in the blank provided beside each correct statement.

_____1. Many women are marrying at a later age.

_____2. Many women are remaining single.

_____3. Many women are head of households and/or families.

_____4. The cost of living requires the income of two wage earners.

_____5. Women's performance in "men's work" has proved successful.

_____6. The work force needed the skills of women during World War II.

_____7. Today's laws assure women the right to enter any occupation.

_____8. In previous years, men have been discouraged from entering occupations that were labeled by society as "jobs for women."

_____9. In our country women still earn on an average about one half the salary of men with the same educational preparation.

____10. Women comprise nearly one-half of the American work force.

COMPETENCY 003 : Demonstrate methods of career decision-making.

OBJECTIVE 003-09: The student will research new and emerging careers and the factors that influence change.

TEST ITEM 003-09-01

INSTRUCTIONS TO STUDENTS: In the space provided list ten of the most promosing jobs in the future.

1.	6.
2.	7.
3.	8.
4.	9.
5.	10.

TEST ITEM 003-09-02

INSTRUCTIONS TO STUDENTS: From the list of changes that can affect occupations place in the correct column if the change is a past, present or a future one.

A. Automation causes the disappearance of some jobs.

B. Society uses throw away clothes, houses, etc.

C. The role of men in the home is greater.

D. There is increased concern for the environment.

E. The growth of jobs is requiring more education.

F. There is expanded use of computers.

G. There are fewer children in a family.

H. Robots are being built for the home.

I. A greater number of workers are changing jobs.

J. Society is moving towards a four day work week.

K. The life span is made longer by replacing human parts with machines.

L. Farming and living are being done under the sea.

M. There is more use of educational media in the home.

N. There is a need for more unskilled workers.

O. Housing styles are changing due to the cost of single dwellings.

P. Due to rapid technological changes students will have to think of being retrained for the job market.

Q. Students will have to master basic educational skills in order to be retrained for the job market.

Column 1 Past	Column 2 Present	Column 3 Future

TEST ITEM 003-09-03

INSTRUCTIONS TO STUDENTS: In the space provided discuss in one paragraph the statement given below.

"Your choice of occupations and a changing job market will affect your earnings."

COMPETENCY 003: Demonstrate methods of career decision-making.

OBJECTIVE 003-10: The student will analyze the need to develop alternative career goals.

TEST ITEM 003-10-01

INSTRUCTIONS TO STUDENTS: Discuss three reasons why it is important to have an alternative career goal.

TEST ITEM 003-10-02

INSTRUCTIONS TO STUDENTS: After reading the case study below, list in five statements the steps Susan should take in order to train in a field in which she would be successful.

Case Study

Since Susan liked biology and made good grades in science and mathematics, she planned a professional degree in dentistry. Susan's parents had prepared early for her education since the father owned a thriving construction firm. Upon graduation from high school, Susan's father suffered a financial loss that destroyed the firm. After this loss the father had a heart attack that left him an invalid. Susan's educational funds were used for medical expenses. Susan also felt that she should stay home and assist with the care of her father. A well managed budget enables the family to meet the monthly living cost. Susan failed to have an alternative educational/career plan or goal.

TEST ITEM 003-10-03

INSTRUCTIONS TO STUDENTS: Name the main reason a student may need alternative career goals. Name, also, five factors one should consider when deciding on alternative career goals.

COMPETENCY 004: Analyze types of forms, materials, certificates, and other credentials needed for employment.

OBJECTIVE 004-01: The student will identify documents that may be needed to secure employment.

TEST ITEM 004-01-01

INSTRUCTIONS TO STUDENTS: In the blank to the left of the statement place the appropriate response.

_____1. The credential one would not necessarily need to become employed in a restaurant is

a. A chauffeur's license.
b. A health certificate.
c. A social security card.
d. A work permit.

_____2. The item needed by an employer in order that tax records for federal individual contributions can be established is

a. A birth certificate.
b. A health certificate.
c. A social security card.
d. A high school diploma.

_____3. If you were applying for a job with a summer day camp that requires you to transport children in a van, what credential would you need that would not be required for most jobs?

a. A chauffeur's license.
b. A health certificate.
c. A work permit.
d. A social security number.

TEST ITEM 004-01-02

INSTRUCTIONS TO STUDENTS: From Column A select the statement that best describes a term in Column B.

Column A	Column B
_____1. Work permit	a. Verifies the age of a person.
_____2. Social security number	b. Determines many benefits including retirement.
_____3. Driver's license	c. Establishes an educational level.
_____4. Diploma	d. Grants permission to operate a vehicle.
_____5. Birth certificate	e. Grants permission to hold a job.
_____6. Health certificate	f. Establishes the right to work with others and in specified areas.

TEST ITEM 004-01-03

INSTRUCTIONS TO STUDENTS: Discuss 5 reasons social security taxes and withholding taxes are deducted from wages.

1.

2.

3.

4.

5.

COMPETENCY 004: Analyze types of forms, materials, certificates, and other credentials needed for employment.

OBJECTIVE 004-02.1: The student will discuss the procedure for securing a work permit.

TEST ITEM 004-02.1-01

INSTRUCTIONS TO STUDENTS: Place the appropriate response in the blank provided.

_____1. To acquire information about obtaining a work permit, one would most likely call

a. The Department of Health.
b. The County Courthouse.
c. The Local School Board.
d. Department of Social Services.

_____2. Which one of these people would most likely need a work permit?

a. College graduate.
b. A fifteen year old.
c. High school graduate.
d. Retired teacher.

_____3. Which statement is not true about a work permit?

a. It is normally required of a person under eighteen.
b. A student can obtain one if of age.
c. Gives stipulations pertaining to the number of hours one can work.
d. The employer can give a work permit.

TEST ITEM 004-02.1-02

INSTRUCTIONS TO STUDENTS: Discuss the three main controls a work permit regulates.

1.

2.

3.

TEST ITEM 004-02.1-03

INSTRUCTIONS TO STUDENTS: Complete the following sentences pertaining to work permits by placing the appropriate response in the blanks provided. Use terms from the word listing appearing below.

1. Labor laws are needed to control ________ and __________ of the young worker.
2. Work permits are usually issued by ________________.
3. If one would like a work permit the appropriate school persons to contact would be ______________ and _______ _______________.

Counselor
Work Coordinator
Social services
Time
Hours
Health

COMPETENCY 004: Analyze types of forms, materials, certificates, and other credentials needed for employment.

OBJECTIVE 004-02.2: The student will practice the procedure for securing a work permit.

TEST ITEM 004-02.2-01

INSTRUCTIONS TO TEACHER: Provide procedure for students to obtain a work permit.

INSTRUCTIONS TO STUDENTS: Obtain a work permit.

TEST ITEM 004-02.2-02

INSTRUCTIONS TO TEACHER: Have students to list procedure used in obtaining a work permit.

INSTRUCTIONS TO STUDENTS: List procedure used in obtaining a work permit.

TEST ITEM 004-02.2-03

INSTRUCTIONS TO STUDENTS: Discuss three reasons why it is important to know how to obtain a work permit.

COMPETENCY 004: Analyze types of forms, materials, certificates, and other credentials needed for employment.

OBJECTIVE 004-03.1: The student will examine the procedure for obtaining a social security card.

TEST ITEM 004-03.1-01

INSTRUCTIONS TO STUDENTS: In the blank to the left place the appropriate response.

_____1. Which of the following agencies is not a likely source for one to secure a social security card application?

a. The school counselor.
b. The post office.
c. The social security office.
d. The highway patrol.

_____2. The social security application form requires from the applicant varied information. The applicant should be ready to give information that would total the number listed below.

a. Eight
b. Ten
c. Twelve
d. Fourteen

_____3. Check the kind of validated document a person needs to review before applying for a social security card.

a. Health certificate.
b. Birth certificate.
c. Drivers license.
d. Work permit.

TEST ITEM 004-03.1-02

INSTRUCTIONS TO STUDENTS: Name five places application forms for social security numbers and cards can be obtained.

1.

2.

3.

4.

5.

TEST ITEM 004-03.1-03

INSTRUCTIONS TO STUDENTS: Name the three trust funds in which social security deductions are placed.

1.

2.

3.

TEST ITEM 004-03.1-04

INSTRUCTIONS TO STUDENTS: Name three of the six major purposes of the Social Security Act.

1.

2.

3.

COMPETENCY 004: Analyze types of forms, materials, certificates, and other credentials needed for employment.

OBJECTIVE 004-03.2: The student will demonstrate the process for obtaining a social security card.

TEST ITEM 004-03.2-01

INSTRUCTIONS TO STUDENTS: Complete the sentences by placing the correct word in the blank to the left of the sentence.

_____1. Every __________ must have a social security card and number.

_____2. All persons will have a social security number before wages are ____________.

_____3. Nearly all job _____________ ________ requires one to state his/her social security number.

_____4. One may look in a __________ __________ to find the number of the social security office.

_____5. When looking for the number of the social security office one may have to look under the major heading __________ __________ ________________.

TEST ITEM 004-03.2-02

INSTRUCTIONS TO STUDENTS: The social security application form has 14 numbers on it. Each number refers to needed information. List seven (7) of the 14 kinds of needed information.

1.

2.

3.

4.

5.

6.

7.

TEST ITEM 004-03.2-03

INSTRUCTIONS TO STUDENTS: The back of the social security card gives conditions when it is important to contact any of its offices. List three of those conditions.

1.

2.

3.

TEST ITEM 004-03.2-04

INSTRUCTIONS TO TEACHERS: Provide social security application forms for students to complete.

INSTRUCTIONS TO STUDENTS: Fill in correctly the social security application form provided by your teacher.

TEST ITEM 004-03.2-05

INSTRUCTIONS TO STUDENTS: Discuss in one short paragraph your opinion on the worth of social security deductions.

COMPETENCY 004: Analyze types of forms, materials, certificates, and other credentials needed for employment.

OBJECTIVE 004-04: The student will discuss the process for obtaining a birth certificate.

TEST ITEM 004-04-01

INSTRUCTIONS TO STUDENTS: Select the best response and place the letter in the space provided.

_____1. If an employer questions the information a very youthful looking student has on an application he/she may request you to bring

a. Driver's license.
b. Social security card.
c. Birth certificate.
d. Picture of oneself.

_____2. Which one of the following items could you best use for proof of age along with a birth certificate

a. Library card.
b. Health certificate.
c. Family bible.
d. School identification card (I.D.).

_____3. If one cannot find his/her birth certificate one can contact

a. The hospital of birth.
b. State Department of Health at place of birth.
c. Courthouse in county where born.
d. Social security administration.

TEST ITEM 004-04-02

INSTRUCTIONS TO STUDENTS: Complete the blanks to make the sentences correct.

1. When one is born the parents must sign a ________________ certifying vital information to register the birth of the child.

2. The information of a child's birth is registered with the __________ ____________ _____________ of the State Department of Health.

3. A birth certificate is used to prove _______________ and ________________.

TEST ITEM 004-04-03

INSTRUCTIONS TO STUDENTS: List five kinds of information found on a birth certificate.

1.

2.

3.

4.

5.

TEST ITEM 004-04-04

INSTRUCTIONS TO STUDENTS: Write a letter to an appropriate agency requesting a copy of your birth certificate.

COMPETENCY 004: Analyze types of forms, materials, certificates, and other credentials needed for employment.

OBJECTIVE 004-05: The student will analyze the importance of having reliable transportation.

TEST ITEM 004-05-01

INSTRUCTIONS TO STUDENTS: Select the appropriate response and place the letter in the blank on the left.

_____1. Select the item appearing in a classified ad that would most likely indicate your need for transportation.

a. Well established route.
b. Work in your own neighborhood.
c. Work out of your home.
d. Must be in excellent physical condition.

_____2. If your transportation arrangements failed which action would probably be the best to take immediately?

a. Start walking or hitchhike.
b. Call to say you will be late.
c. Call a cab.
d. Call a friend.

_____3. Being able to drive a car may enhance your job skills because

a. One would have his/her own transportation.
b. Many of the colleagues can car pool.
c. It reduces vandalism in the parking lot.
d. It may enable the employer to use him/her in another capacity.

_____4. If the work location is some distance from the worker, the worker should have an alternative mode of travel. Which mode of transportation may prove to be the most reliable?

a. Motorcycle
b. City bus
c. A friend
d. a taxi

TEST ITEM 004-05-02

INSTRUCTIONS TO STUDENTS: Discuss in one paragraph the effect reliable transportation to work has on job success.

TEST ITEM 004-05-03

INSTRUCTIONS TO STUDENTS: Getting to work on time each day is important. How one gets to work depends on how close one lives and the mode of transportation available. From Column B select the correct mode of travel by placing the letter to the left of the term in Column A.

Column A

_____1. Own car
_____2. Train
_____3. Bicycle
_____4. Commuter train
_____5. Walk
_____6. City bus
_____7. Car pool
_____8. Motorcycle

Column B

a. It is the easiest, the most inexpensive, and most dependable mode of getting to work. One has to live relatively close.

b. It may stop at every block and run a little late, however, it will eventually arrive. A good rule of thumb is to get one early enough to get to work on time.

c. A good way to reduce transportation cost since each person has a responsibility to get each one to work on time.

d. For distances across town or downtown, this mode of travel may be the best. The vehicle can get crowded and one may have to stand.

e. A convenient mode of transportation if parking and traffic are not problems. One assumes a lot of responsibility for self and others.

f. May be the most dangerous way to travel, however, the upkeep is minimal. Inclement weather increases the danger and challenges the user.

g. Doesn't require much storage space or fuel; but it doesn't give much protection from hazardous situations. The user has the same responsibilities as controllers of other vehicles.

h. If one lives in another town and if a daily schedule is maintained, this mode of travel could save on transportation cost. One can usually relax while enroute, but may have to rely on other kind of transportation to get to work after arriving in the town where the job is located.

COMPETENCY 004: Analyze types of forms, materials, certificates, and other credentials needed for employment.

OBJECTIVE 004-06: The student will examine the effect of having a driver's license.

TEST ITEM 004-06-01

INSTRUCTIONS TO STUDENTS: Discuss the three most important legal aspects of operating a car in North Carolina.

1.

2.

3.

TEST ITEM 004-06-02

INSTRUCTIONS TO STUDENTS: Name five traffic offenses and the points one would earn for each of the offenses named.

1.

2.

3.

4.

5.

TEST ITEM 004-06-03

INSTRUCTIONS TO STUDENTS: Select the appropriate response and place the letter in the blank on the left.

_____1. The percentage of highway deaths caused by drunken drivers is about

a. 10%
b. 25%
c. 50%
d. 67%

_____2. If you take any kind of medicine before driving a long distance, which of the following should you always do?

a. Have some other person in the car with you.
b. Find out what the effects of the medicine are.
c. Make sure you have some food in your stomach.
d. Plan on stopping occasionally.

_____3. A safe driver does which of the following?

a. Watches the side of the road over the hood to stay in lane.
b. Frequently checks the rear-view and side mirrors.
c. Drinks coffee while driving at night to stay alert.
d. Keeps two car lengths between his car and the next car on the expressway.

_____4. When driving on a long trip, you should

a. Rest your eyes from time to time by rubbing them.
b. Avoid looking at any one thing for more than a few seconds.
c. Keep your eyes on the center of the road straight ahead.
d. Spend as much time looking in your mirrors as you do looking in front of you.

_____5. If you come to an unmarked intersection where it is hard to see in all directions because of trees or buildings, you should

a. Drive at the posted speed limit.
b. Stop near the center of the intersection and continue if it is safe.
c. Slow down and blow your horn to warn drivers who cannot see you.
d. Stop at the intersection and move forward slowly.

_____6. Studies have shown that under normal conditions the chance of a car being involved in an accident on an interstate highway is greater if the driver

a. Maintains a steady speed.
b. Travels considerably below the posted speed limit.
c. Travels at the posted speed limit.
d. Maintains his positions relative to cars in front and behind him in his lane.

COMPETENCY 004: Analyze types of forms, materials, certificates, and other credentials needed for employment.

OBJECTIVE 004-07: Discuss the influence of education on job choice.

TEST ITEM 004-07-01

INSTRUCTIONS TO STUDENTS: Select the statement you think is correct and discuss in two paragraphs your reason(s).

_____1. The amount of education one wants to complete influences the job choice.

_____2. Through career decision-making the choice of a career one decides on will determine the amount of education one requires.

TEST ITEM 004-07-02

INSTRUCTIONS TO STUDENTS: Write "C" for correct and "I" for incorrect to the statements listed below. For every incorrect answer, on the back of your answer sheet make the statement into a correct one.

_____1. Increased amounts of education guarantees one better paying jobs.

_____2. Persons who have earned Ph.D.'s and Ed.D.'s do not have problems being placed in the job of their choice.

_____3. Our economy is rapidly becoming one that needs many technicians.

_____4. Our society needs less than two percent of the population in unskilled positions.

_____5. Advanced training in jobs that are new, emerging and are increasing in demand will be good for workers.

_____6. Training in technical institutes will not yield jobs that will pay much as training in four year colleges.

_____7. Many graduates of four year colleges are now enrolled in technical institutes to become skilled in jobs that are in demand.

_____8. A college education does not mean that the graduate will always earn more than persons trained from other kinds of institutions.

_____9. Each worker should try to increase the level of knowledge he/she has in the particular job.

____10. Due to certain circumstances some students need to learn on-the-job.

____11. Some students do not want to enter some careers that are in demand because they do not like the length of training time and neither do they like the intensity of the training.

____12. The career choice a person makes usually indicates the amount of training the person is willing to pursue.

TEST ITEM 004-07-03

INSTRUCTIONS TO STUDENTS: From Column B match the level of education required with the occupations listed in Column A.

Column A

_____1. Electronic data processing

_____2. Patrol Officer

_____3. Laboratory technician

_____4. Elementary school teacher

_____5. Journeyman

_____6. Computer programming

_____7. City bus driver

_____8. Pharmacist

_____9. Tool and die maker

____10. Registered nurse

Column B

a. On-the-job training
b. High school
c. Technical institute
d. Speciality or vocational school
e. Four year college
f. Professional school

COMPETENCY 004: Analyze types of forms, materials, certificates, and other credentials needed for employment.

OBJECTIVE 004-08 The student will examine the need for references during the job seeking process.

TEST ITEM 004-08-01

INSTRUCTIONS TO STUDENTS: Define the following term in the space provided.

Reference -

TEST ITEM 004-08-02

INSTRUCTIONS TO STUDENTS: Place a "C" for the persons who could serve as references and an "I" for inappropriate persons. On the back of your answer sheet state the reasons for the persons you placed an "I" beside.

_____1. Family physician

_____2. Former employer

_____3. Close cousin

_____4. Minister or priest

_____5. School counselor

_____6. Boy or girlfriend

_____7. Parents

_____8. Superintendent of schools

_____9. Your teacher

____10. Volunteer colleagues

TEST ITEM 004-08-03

INSTRUCTIONS TO STUDENTS: Discuss three reasons why references are needed.

1.

2.

3.

TEST ITEM 004-08-04

INSTRUCTIONS TO STUDENTS: In the blanks provided write "C" if the answer is correct and "I" if the answer is incorrect. On the back of your answer sheet rewrite all incorrect statements and make them correct ones.

_____1. Employers often ask for references to find out what others think of you.

_____2. Your fellow classmates and/or schoolmates are excellent references since they associate with you everyday.

_____3. You should not use your relatives as references unless they are very close ones, e.g. mother and father.

_____4. All references should be adults.

_____5. One may have to give many references since one person may only know a few of your characteristics.

_____6. Three names are usually submitted as references.

_____7. A good rule of thumb is to give a former employer's name, the name of a teacher or counselor, and the name of a minister, priest, or rabbi.

_____8. It is unethical to ask permission to use a person's name since these are people who think highly of you.

_____9. It is not wise to list references in a personal data sheet.

COMPETENCY 004: Analyze types of forms, materials, certificates, and other credentials needed for employment.

OBJECTIVE 004-08 The student will examine the need for references during the job seeking process.

TEST ITEM 004-08-05

INSTRUCTIONS TO STUDENTS: Fill in the blanks to the statements below pertaining to guidelines in preparing a letter to a potential reference.

1. The letter should be ________ and very ________ in length.
2. The __________ for writing the letter should be included in the ________ paragraph.
3. The kind of ________ for which one is applying should be included in the ________ paragraph.
4. Ask the person to __________ you if he or she doesn't want to be named as a reference. This statement should be addressed in the __________ paragraph.
5. Good quality paper should be used; if possible it should be __________.
6. The letter should be __________ for errors by __________ or parents.

COMPETENCY 005: Analyze the function and content of resumes.

OBJECTIVE 005-01: The student will analyze the purposes and uses of resumes.

TEST ITEM 005-01-01

INSTRUCTIONS TO STUDENTS: In the space provided place the letter of the best definition of a resume.

_____1. A resume is

- a. A summary of essential information about you which would interest an employer.
- b. A brief work history, beginning with your first job.
- c. A letter of application for a job.
- d. A lengthy description of your last job.

_____2. Which of the following information might not be appropriate on a resume?

- a. One's health status.
- b. A record of your former employment.
- c. One's educational background.
- d. One's race, weight and religion.

_____3. A resume aids the job seeking process in that it

- a. Takes the place of an interview.
- b. Organizes on paper one's experiences and skills for the employer.
- c. Gives the employer grades, courses and attitudes exhibited from the 7th through the 12th grade.
- d. Alerts the employer of one's family background.

TEST ITEM 005-01-02

INSTRUCTIONS TO STUDENTS: From the statements below place in the space provided the most important intent of a resume.

_____1. A resume is usually used to

- a. Determine the type job best for the applicant.
- b. Advertise one's self to potential employers.
- c. Eliminate the filling in of an application blank.
- d. Save time when applying for a job.

_____2. A resume needs to be used to

- a. Determine the type job one is interested in seeking.
- b. Sell one's talents, personality and potential worth.
- c. Alert the employer of previous personal experience.
- d. Introduce one in the form of an autobiography.

_____3. A resume can

- a. Expand conversational opportunities with a potential employer
- b. Introduce one to potential employers since one's picture is attached.
- c. Describe specifically each previous job held for the potential employer.
- d. Allow one to really sell his/her abilities and to explain why some employers did not deal fairly.

TEST ITEM 005-01-03

INSTRUCTIONS TO STUDENTS: Differentiate the following terms:

Vita, resume, biographical sketch, and personal data sheet.

COMPETENCY 005: Analyze the function and content of resumes.

OBJECTIVE 005-02: The student will identify information that may appear on a resume.

TEST ITEM 005-02-01

INSTRUCTIONS TO STUDENTS: From Column B, place in Column A seven categories that may be included in a resume.

Column A

_____1.

_____2.

_____3.

_____4.

_____5.

_____6.

_____7.

Column B

a. References
b. Grades in school
c. Position wanted
d. All awards and honors
e. Education
f. Photograph
g. Pertinent work experience
h. Skills
i. Activities and interests
j. Personal information

TEST ITEM 005-02-02

INSTRUCTIONS TO STUDENTS: Place a "C" for correct in the space provided for each correct statement and an "I" for each incorrect statement. On the back of your answer sheet, write each incorrect statement to read correctly.

Personal information that may be included in a resume is listed as following:

_____1. The social security number should be included.

_____2. One's weight is important to all employers.

_____3. One should always give his/her correct age.

_____4. One's full name should appear in the document.

_____5. The full address of the applicant should appear.

_____6. When married and separated, the name of the spouse should appear.

_____7. A telephone number should be given in order to locate the applicant.

_____8. Height is usually included.

_____9. Favorite colors are usually listed.

TEST ITEM 005-02-03

INSTRUCTIONS TO STUDENTS: Discuss the importance of including the education and the skills sections of a resume.

TEST ITEM 005-02-04

INSTRUCTIONS TO STUDENTS: In the space provided, list information that should not be included in a resume.

1.

2.

3.

4.

COMPETENCY 005: Analyze the function and content of resumes.

OBJECTIVE 005-03: The student will compare resume formats for varied situations.

TEST ITEM 005-03-01

INSTRUCTIONS TO TEACHER: Provide each student with three of the resume forms found in the Activity Section of this program.

INSTRUCTIONS TO STUDENTS: From the resumes provided by your teacher determine which resume form would be best for Susie's use. Give reason(s) for answer.

Case Study

Susie had not worked for regular wages. While attending high school she assisted families in her neighborhood by babysitting when she wasn't involved in school activities. Susie loved to be involved, and as a result was president and chairperson of numerous organizations and activities. Susie is taking courses in data processing at the technical institute in her hometown. She works part time as a typist assistant in the business office. She needs a regular job.

TEST ITEM 005-03-02

INSTRUCTIONS TO TEACHER: Make available to each student the three resumes requested in the previous question.

INSTRUCTIONS TO STUDENTS: From the resumes provided determine the best form for John's use. Give reason(s) for answer.

Case Study

Since John's father died when he was very young, he has worked hard to assist his mother with living expenses. John has held regular jobs beginning as a "bag boy" and advancing to cashier of a supermarket. When he left the supermarket he became a salesperson at a young men's store and eventually became the display window decorator. He often accompanied the buyer to New York for new merchandise. John knew he would have permanent employment at full hours when he completed high school in June. John's mother had to return to her hometown to care for her ill parents. John felt obligated to go with her. John worried since he knew the employers would not know him in this new town. One day while exploring the business section of the new town, John found that a branch of the store in which he last worked was to be established about the time he'd be graduating. The company would soon advertise for employees.

TEST ITEM 005-03-03

INSTRUCTIONS TO TEACHER: Make available to each student the three resumes requested in the previous question.

INSTRUCTIONS TO STUDENTS: From the resumes provided, determine the best form for Jane's use. Give reason(s) for answer.

Case Study

Jane is looking forward to the end of the school year when she will receive a bachelor's degree in computer science. In high school she worked as a clerk typist in a cooperative arrangement with an employer. During the summers she worked in data processing for one of the large firms in her hometown. She assists the church's secretary with record keeping and typing when possible. She loves working with the elderly so she periodically presents programs at two of the homes for the aging. Jane also worked as a volunteer in the recreational program of her town for underprivileged children.

COMPETENCY 005: Analyze the function and content of resumes.

OBJECTIVE 005-04.1: The student will describe the characteristics of a good resume.

TEST ITEM 005-04.1-01

INSTRUCTIONS TO STUDENTS: In the space provided, list five characteristics of a good resume.

1.

2.

3.

4.

5.

TEST ITEM 005-04.1-02

INSTRUCTIONS TO STUDENTS: Place a "C" in the space provided if the statement is correct and an "I" if the statement is incorrect. On the back of your answer sheet rewrite all incorrect statements to read correctly.

_____1. If one chooses to submit a resume in long hand, the writing should be very legible.

_____2. A one inch border is needed for a correctly written resume.

_____3. Employers are impressed with resumes that indicate lengthy listings of educational and work experiences. This may take three or four pages.

_____4. Negative details may help to explain certain details in a resume.

_____5. It is correct to stipulate a minimum beginning salary.

_____6. A photograph on the resume introduces the applicant.

_____7. It is permissible to submit a carbon copy of a resume.

_____8. It is permissible to submit a photocop[illegible] printed resume.

_____9. The form should be consistant in form and style.

____10. The resume can be written on lined or plain paper.

TEST ITEM 005-04.1-03

INSTRUCTIONS TO STUDENTS: Place a "C" in the space provided if the statement is correct and an "I" if the statement is incorrect. On the back of your answer sheet rewrite all incorrect statements to read correctly.

_____1. The resume should concentrate on accomplishments.

_____2. The resume should be brief - one or two pages.

_____3. A resume may use trade language - language that may be used by workers of that trade.

_____4. The resume should be typed.

_____5. The resume is a business document.

_____6. One should use direct and simple language.

_____7. The resume should be dated.

_____8. The resume may list references.

_____9. One should have multiple photocopied or printed copies.

____10. It is correct to have no more than three erasures or corrections on a resume.

COMPETENCY 005: Analyze the function and content of resumes.

OBJECTIVE 005-04.2: The student will practice methods of preparing resumes.

TEST ITEM 005-04.2-01

INSTRUCTIONS TO TEACHER: Provide each student the case study describing Susie's situation. (Refer to Test Item 005-03-01, page 252)

INSTRUCTIONS TO STUDENTS: Using the information found in the case study depicting Susie's situation, write a resume using your personal information and incorporating the information obtained from the case study.

TEST ITEM 005-04.2-02

INSTRUCTIONS TO TEACHER: Provide each student the case study describing John's situation. (Refer to Test Item 005-03-02, page 252)

INSTRUCTIONS TO STUDENTS: Using the information listed in the case study describing John's situation, write a resume using a different format. Integrate John's situation into your personal information to complete the resume.

TEST ITEM 005-04.2-03

INSTRUCTIONS TO TEACHER: Provide each student the case study describing Jane's situation. (Refer to Test Item 005-03-03, page 252)

INSTRUCTIONS TO STUDENTS: Using the information listed in the case study describing Jane's situation, write a resume using a format that you have not used in a test situation. Integrate Jane's situation into your personal information to complete the resume.

COMPETENCY 005: Analyze the function and content of resumes.

OBJECTIVE 005-05: The student will interpret the influence of a prepared resume on the job seeking process.

TEST ITEM 005-05-01

INSTRUCTIONS TO STUDENTS: List three ways in which a prepared resume may influence an employer.

1.

2.

3.

TEST ITEM 005-05-02

INSTRUCTIONS TO STUDENTS: After reading the case study below, discuss how the resume aided Bob in getting the job.

Case Study

Bob, a high school student, is taking a course in computer programming. He also takes one course in that field at the technical institute. Bob will be completing high school in June. He will really need a job. One night at school, Bob learned of a possible job opening. He went home and up-dated his resume. Using good quality paper, he typed his resume brief and neat. He used consistency in form and style. He sent the resume with a letter of inquiry to the potential employer. Within a two week period, Bob received a call asking him to come in for an interview. Bob was well poised and groomed. He looked his employer in the eye, answered in a clear voice, and used simple language. Bob received the job.

TEST ITEM 005-05-03

INSTRUCTIONS TO STUDENTS: After reading the case study below, discuss in one paragraph how the use of the resume aided Jeanne in getting the job.

Case Study

Jeanne took child care services in high school because she wanted to become a day care worker. She wanted to work as soon as she finished high school. Her child care teacher assisted each student with the completion of a resume. Jeanne found she had lots of experiences that her child care teacher had provided that she had forgotten. The teacher checked each resume. Jeanne had her resume printed, however, she always carried one in her billfold. After many job leads, Jeanne was granted an interview. She was happy, but her happiness disappeared when she saw the number of persons that had been asked to come in that afternoon for an interview. The potential employer was late for each interview due to the cancellation of a plane scheduled to have her arrive earlier in the city. Before Jeanne could be interviewed all sessions were cancelled, and each person was asked to complete an application before leaving. Jeanne along with the others was upset, and she couldn't think of all the information she needed to fill in the application. She finally remembered the resume in her billfold. The possession of the resume relieved her frustration, and she very neatly, correctly and completely filled in the application. A few weeks later she received a letter saying that because of her experiences and the manner in which she filled in her application, they would like to have her as a worker. They would settle on the particulars when she came in to discuss the final arrangements.

COMPETENCY 006: Investigate sources for possible employment opportunities.

OBJECTIVE 006-01: The student will examine sources from which one learns of job openings.

TEST ITEM 006-01-01

INSTRUCTIONS TO STUDENTS: Place the correct response in the space provided.

_____1. The majority of job openings are

- a. Listed with private employment agencies.
- b. Listed in the school newspaper.
- c. Listed in the classified section of the Sunday newspaper.
- d. Not listed anywhere.

_____2. The most helpful source in the job search is probably

- a. The Employment Security Commission.
- b. To tell friends and relatives you are looking for employment.
- c. To run an advertisement in the local newspaper.
- d. A private employment agency.

_____3. Many job openings are unlisted because

- a. There aren't many jobs available.
- b. Employers try to prevent a rush of applicants.
- c. Employers are looking for a certain type applicant.
- d. Many of the best applicants do not read the classified advertisements.

TEST ITEM 006-01-02

INSTRUCTIONS TO STUDENTS: List and discuss three major in school sources for identifying job opportunities.

1.

2.

3.

TEST ITEM 006-01-03

INSTRUCTIONS TO STUDENTS: From Column B select the correct response and place the letter to match the terms in Column A.

Column A

_____1. Classified advertisement

_____2. State employment service

_____3. Private employment agencies

_____4. Company employment offices

_____5. Community social service organizations

Column B

- a. Helps young people locate part time employment.
- b. List job openings for a particular company only.
- c. Collects fees for job listing and procurement.
- d. Lists job openings and assists in placing persons in those openings.
- e. A section where employers list their job openings.

COMPETENCY 006: Investigate sources for possible employment opportunities.

OBJECTIVE 006-02: The student will practice methods for using personal contacts as a source of job leads.

TEST ITEM 006-02-01

INSTRUCTIONS TO STUDENTS: Personal contacts are an important source of job leads. With this in mind, list four people you see in the course of a usual day who could possibly help you find a job.

1.

2.

3.

4.

TEST ITEM 006-02-02

INSTRUCTIONS TO STUDENTS: From the list of persons you named in the above question, explain in two sentences why each person would be helpful to you.

1.

2.

3.

4.

TEST ITEM 006-02-03

INSTRUCTIONS TO STUDENTS: Place a "C" in the space provided for correct answers and an "I" for the incorrect answers. On the back of your answer sheet rewrite the incorrect statements to read correctly.

_____1. Friends and relatives usually are not aware of job openings within their own firm or agency.

_____2. The information about a company or a firm supplied by friends and relatives is bias and is of little value to a potential employee.

_____3. Some firms are especially interested in employing relatives of their present employees.

_____4. Sometimes a clause in the union contract with management states that the relatives of present employees will receive priority in hiring.

_____5. It is unethical to ask "important friends" and relatives about jobs because one is securing a job by "pull".

_____6. Many jobs are not advertised or listed with placement agencies because they are filled by friends of company employees.

_____7. A job search is a full time project.

TEST ITEM 006-02-04

INSTRUCTIONS TO STUDENTS: Prepare a list of at least five kinds of information one should seek when inquiring about job openings from friends and relatives.

1.

2.

3.

4.

5.

TEST ITEM 006-02-05

INSTRUCTIONS TO TEACHER: Provide students with job search role-playing situations with family and friends.

INSTRUCTIONS TO STUDENTS: Role-play the situation given you by your instructor.

COMPETENCY 006: Investigate sources for possible employment opportunities.

OBJECTIVE 006-03: The student will discuss letters of inquiry to companies as a part of the job search.

TEST ITEM 006-03-01

INSTRUCTIONS TO STUDENTS: Explain in one paragraph the purpose of letters of inquiry to companies as a part of the job search.

TEST ITEM 006-03-02

INSTRUCTIONS TO STUDENTS: List four types of information an employer should find in a letter of inquiry.

1.

2.

3.

4.

TEST ITEM 006-03-03

INSTRUCTIONS TO STUDENTS: Discuss in one paragraph the role of the resume in sending letters of inquiry to potential employers.

COMPETENCY 006: Investigate sources for possible employment opportunities.

OBJECTIVE 006-04: The student will practice using the telephone in the job search process.

TEST ITEM 006-04-01

INSTRUCTIONS TO TEACHER: Assist students in developing a checklist for telephone inquiries pertaining to the job search.

INSTRUCTIONS TO STUDENTS: Develop a checklist composed of a minimum of six items for telephone inquiries to companies in the job search process.

TEST ITEM 006-04-02

INSTRUCTIONS TO TEACHER: Provide students role-playing situations in which the telephone is used in the job search process.

INSTRUCTIONS TO STUDENTS: Using the telephone in the situation provided by your teacher, role-play the job search process.

TEST ITEM 006-04-03

INSTRUCTIONS TO TEACHER: Provide students with a checklist that has been developed in class.

INSTRUCTIONS TO STUDENTS: Using the checklist provided by the teacher, evaluate the classmate that has been your partner in the telephone role-playing situation. For each check you received that indicates the need for improvement, write on the checklist steps that would result in improvement.

TEST ITEM 006-04-04

INSTRUCTIONS TO STUDENTS: List five points one should observe when using the telephone in the job search process.

1.

2.

3.

4.

5.

COMPETENCY 006: Investigate sources for possible employment opportunities.

OBJECTIVE 006-05.1: The student will analyze the walk-in approach during the job hunt.

TEST ITEM 006-05.1-01

INSTRUCTIONS TO STUDENTS: List four reasons why the "walk-in" approach during the job hunt may be necessary.

1.

2.

3.

4.

TEST ITEM 006-05.1-02

INSTRUCTIONS TO STUDENTS: List six traits one should portray during a 'walk-in" while job hunting.

1.

2.

3.

4.

5.

6.

TEST ITEM 006-05.1-03

INSTRUCTIONS TO STUDENTS: Define the "walk-in" approach to job hunting and distinguish between the "walk-in" and the job interview.

COMPETENCY 006: Investigate sources for possible employment opportunities.

OBJECTIVE 006-05.2: The student will practice using the walk-in approach

TEST ITEM 006-05.2-01

INSTRUCTIONS TO STUDENTS: Develop a checklist composed of ten items that will evaluate the success of a walk-in experience during the job hunt.

TEST ITEM 006-05.2-02

INSTRUCTIONS TO TEACHER: Provide students role-playing situations in which the walk-in approach to job hunting is used.

INSTRUCTIONS TO STUDENTS: Using the walk-in situations provided by your teacher, role-play job hunting.

TEST ITEM 006-05.2-03

INSTRUCTIONS TO TEACHER: Provide each student with the finalized checklist that has been developed by the class.

INSTRUCTIONS TO STUDENTS: Using the checklist that has been provided by the teacher, evaluate the classmate that has been your partner in the walk-in role-playing situation. For each check that indicates the need for improvement, write on the checklist steps that would result in improvement.

COMPETENCY 006: Investigate sources for possible employment opportunities.

OBJECTIVE 006-06: The student will utilize "Help Wanted" ads in a job search.

TEST ITEM 006-06-01

INSTRUCTIONS TO STUDENTS: Below is a list of abbreviations that may be found in newspaper advertisements. Identify the abbreviations by writing the complete word.

1. pd. - ____________________
2. ofc. - ____________________
3. FT - ____________________
4. appl. - ____________________
5. yrs. - ____________________
6. oppor. or oppty. - __________
7. appt. - ____________________
8. pos. - ____________________
9. qual. - ____________________
10. ref. - ____________________
11. dept. - ____________________
12. lic. - ____________________
13. exp. - ____________________
14. exc. - ____________________
15. asst. - ____________________
16. mfg. - ____________________
17. mgr. - ____________________
18. min. - ____________________
19. sal. - ____________________
20. pref. - ____________________
21. nec. - ____________________
22. PT - ____________________
23. req. - ____________________
24. inc. - ____________________
25. sec. - ____________________
26. w/ - ____________________
27. wk. - ____________________
28. immed. - ____________________
29. ph. - ____________________
30. co. - ____________________

TEST ITEM 006-06-02

INSTRUCTIONS TO STUDENTS: Place the correct response in the blanks provided.

____1. One can learn a lot by reading the newspaper ads. One learns

a. How much money the average worker earns.
b. The number of people who want to work.
c. How much different kinds of jobs pay.
d. The kinds of jobs in which most people are working.

____2. One advantage of reading the newspaper ads is one finds out

a. The companies that hire the most people.
b. What skills are needed for different jobs.
c. What jobs require night work.
d. What companies pay for overtime.

____3. Reading the newspaper advertisements can give the reader

a. The number of people out of work.
b. The answer to questions pertaining to job performance.
c. The companies that have products to sell.
d. An indication of new and emerging job skills

TEST ITEM 006-06-03

INSTRUCTIONS TO STUDENTS: Even though newspaper advertisements may lead to permanent employment, name two kinds of newspaper advertisements one should avoid.

1.

2.

COMPETENCY 006: Investigate sources for possible employment opportunities.

OBJECTIVE 006-06: The student will utilize "Help Wanted" ads in a job search.

TEST ITEM 006-06-04

INSTRUCTIONS TO TEACHER: Provide each student with a current newspaper advertisement.

INSTRUCTIONS TO STUDENTS: Using the newspaper advertisement provided by the teacher, list the information it gives that would be useful to an applicant.

COMPETENCY 006: Investigate sources for possible employment opportunities.

OBJECTIVE 006-07: The student will understand the functions and use of employment services.

TEST ITEM 006-07-01

INSTRUCTIONS TO STUDENTS: From Column B match the type of organization or service provided in Column A.

Column A

_____1. Charge fees for services.
_____2. Has recent job listings in the area.
_____3. YWCA - YMCA
_____4. List job openings for a specific firm.
_____5. May look at the job openings after charging a registration fee.
_____6. Assists with part time and temporary jobs as a service.
_____7. Will charge a fee if their assistance is used in the job hunt.
_____8. Will give employment tests and/or interest inventories.
_____9. May have a Youth Opportunity Center for 16-21 year olds.
____10. Main function is to help one find a job free of charge.
____11. Need to understand the financial arrangement before a job interview.
____12. May render assistance in a certain occupation.
____13. May offer job application classes.
____14. Has a separate employment office or personnel department.
____15. Will give specific information on qualifications needed.

Column B

a. State employment service, e.g. Employment Security Commission.
b. Private employment agencies.
c. Community social service organization.
d. Company employment service

COMPETENCY 006: Investigate sources for possible employment opportunities.

OBJECTIVE 006-07: The student will understand the functions and use of employment services.

TEST ITEM 006-07-02

INSTRUCTIONS TO STUDENTS: From Column B match the type of agency with the service provided in Column A.

Column A

_____1. May know job openings not normally known.

_____2. Employer may pay firm contract fee.

_____3. Maybe called by the name of the state.

_____4. Paid for by taxpayers.

_____5. May give applicant a letter of introduction for a personal interview.

Column B

a. Private employment agencies.
b. Public employment agencies.

TEST ITEM 006-07-03

INSTRUCTIONS TO STUDENTS: List five advantages and two disadvantages of using employment services to locate a job.

Advantages

1.

2.

3.

4.

5.

Disadvantages

1.

2.

COMPETENCY 006: Investigate sources for possible employment opportunities.

OBJECTIVE 006-08: The student will analyze procedures for determining the job openings to pursue.

TEST ITEM 006-08-01

INSTRUCTIONS TO STUDENTS: List ten factors one should consider when determining job openings to pursue.

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

TEST ITEM 006-08-02

INSTRUCTIONS TO STUDENTS: Develop procedures for determining the job openings to pursue.

TEST ITEM 006-08-03

INSTRUCTIONS TO STUDENTS: From the case study below identify at least ten management infractions Fred made.

Case Study

Fred has many job leads. He realizes that he has an appointment for Monday at 9:30 a.m. He, also, realizes that he has an appointment at 11:00 a.m. and another at 1:00 p.m. on the same day. Fred arrives for his 9:30 a.m. appointment five minutes early. He learns that due to an emergency, the employer will be thirty minutes late for the interview. Fred remains and finds the employer relaxing and talkative. The interview ends at 10:35. The next appointment is across town, and Fred soon finds himself in congested traffic. Fred eventually locates a parking space, climbs the three flights of stairs, and arrives for the interview at the appointed time. After the interview, Fred is asked to fill in an application blank before he takes the required employment test. Fred realizes he has left his personal data information at home and had not contacted the persons he intended to use as references. He was, also, amazed that he had to take a test. Fred entered his car for the 1:00 p.m. appointment at 12:45 p.m. Since the location was relatively close, Fred arrived on time for the day's last appointment. Fred was glad to see the interview end at 1:45 p.m.

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

COMPETENCY 007: Examine the need for and uses of a letter of application.

OBJECTIVE 007-01: The student will analyze the purposes for and intent of letters of application.

TEST ITEM 007-01-01

INSTRUCTIONS TO STUDENTS: In the two blanks located at the left of the statement place the best responses.

_____1. Two major purposes for writing letters of application are to:

_____ a. Take the place of a resume
b. Generate interest of the employer
c. Thank an employer for an interview
d. Give information on how the applicant can be reached

_____2. A letter of application to an employer should be written when:

_____ a. The telephone number cannot be obtained
b. One is shy of an initial contact
c. One is not sure there is an available position
d. The newspaper ads indicate an application is needed

_____3. The two kinds of letters an applicant may write to an employer are letters

_____ a. Requesting an application blank
b. In which one explains situations that may interest the employer
c. Of application
d. That give academic, civic, and work records.

TEST ITEM 007-01-02

INSTRUCTIONS TO STUDENTS: Complete the following statements to make them correct.

1. The letter of application is a professional and impressive written method of ______________________________.
2. Two purposes of a letter of application are to introduce ________________________ and ______________________ to an employer.
3. Employers often ask for a letter of application to check _________________ and ____________________.

TEST ITEM 007-01-03

INSTRUCTIONS TO STUDENTS: Complete the following sentences by selecting the appropriate word from the column on the right.

Reasons for writing letters of application are:

1. To provide information to fill ___________________.
2. To stimulate the employer to offer an ________________.
3. To estabish ______________________.
4. To formally indicate your desire to _______________.

communication
work
interview
needs

COMPETENCY 007: Examine the need for and uses of a letter of application.

OBJECTIVE 007-02: The student will identify information which may appear in a letter of application.

TEST ITEM 007-02-01

INSTRUCTIONS TO STUDENTS: From the words listed in Column B, match the word which will best complete each sentence in Column A and enter the letter for that word in the space provided.

Column A

1. A letter of application should be specific about the kind of ________________ desired.
2. A brief ________________ of a high point in your background related to an employer's needs will offer a connection.
3. Personal or professional __________ may be included in a letter as a way of introduction.
4. A letter of application should be specific about your __________ for work.

Column B

a. availability
b. references
c. employment
d. description

TEST ITEM 007-02-02

INSTRUCTIONS TO STUDENTS: A sample letter of application is presented below. Match the type of information in the letter, coded with letters a-f, with the correct statement listed at the bottom of the letter.

2114 Charleston Place (a)
Westchester, NC 24305
April 19, 198__

Mr. Kenneth Smith, Personnel Director
Electrophysics Incorporated
8462 Main Street (b)
Winston-Salem, NC 26547

Dear Mr. Smith: (c)

Mr. Charles Winfield, the Work Experience Counselor at Breland High School, suggested that I contact you about the clerk-typist job in your firm. (d) Please consider me an applicant for this position. I am enclosing my resume.

(e) On June 12, I shall graduate from Breland High School where I have majored in business education. My courses have included two years of typewriting, two years of shorthand and transcription, and three years of business machines and office practices. My typing speed is 65 words per minute and I take shorthand at 100 words per minute.

(f) During my senior year in high school I participated in work experience education. My job assignment was in the accounting office of Radford Oil Company, where I made use of and improved the skills I learned in school. I plan to continue my education in night school and hope someday to be a top secretary.

(g) Will you please grant me an interview? I can be contacted any weekday after 3:00 p.m. at (919) 767-8000. (h) Your reply by April 29 will be greatly appreciated.

Yours truly, (i)
Ann Fisher (j)
Ann Fisher

_____1. Letter address
_____2. Complimentary close
_____3. Ways to be contacted
_____4. Salutation
_____5. Where applicant found out about job.
_____6. Pertinent experience
_____7. Signature
_____8. Request for an interview
_____9. Return address
_____10. Strengths and skills

COMPETENCY 007: Examine the need for and uses of a letter of application.

OBJECTIVE 007-02: The student will identify information which may appear in a letter of application.

TEST ITEM 007-02-03

INSTRUCTIONS TO STUDENTS: Write a sample letter of application including the following information:

1. Job for which you wish to apply.
2. Evidence of what you have to offer.
3. Request for future contact.
4. Availability for work.

COMPETENCY 007 : Examine the need for and uses of a letter of application.

OBJECTIVE 007-03.1: The student will suggest characteristics of a well prepared letter of application.

TEST ITEM 007-03.1-01

INSTRUCTIONS TO STUDENTS: To the left of the statement, place a check in the blank beside your choice of answers.

Of the following statements, which three are characteristic of a well prepared letter?

_____1. When possible, letters of application should be typed.

_____2. Observe correct rules of formal letter writing.

_____3. A photograph should always be attached.

_____4. List references whether you have received permission or not.

_____5. In the last paragraph ask for an interview and include how you can be reached.

TEST ITEM 007-03.1-02

INSTRUCTIONS TO STUDENTS: Match the word in Column B with the correct sentence in Column A and place the letter for that word in the blank provided.

Column A	Column B
1. Learn all about the _____________ before you write them.	a. why
2. Know what you have to _______________ them.	b. company
3. Be aware of _____________ you want to work for that company.	c. person
4. Identify the ___________ who has the power to hire you.	d. offer

TEST ITEM 007-03.1-03

INSTRUCTIONS TO STUDENTS: Indicate in the blanks to the left of each statement "C" for correct or "I" for incorrect. For each statement that is answered as incorrect, rewrite the statement correctly on the back of your answer sheet.

The below statements are rules to be observed when writing letters of application:

_____1. The letter should be short and include a resume.

_____2. The letter should be handwritten on light colored paper.

_____3. The first paragraph should reveal the reason for writing.

_____4. The second and third paragraphs should indicate the outstanding features of the resume and reason why you (the applicant) feel you are qualified.

_____5. The letter should include personal motto or code by which you live.

_____6. Only two mistakes in the letter of application are considered permissible.

_____7. The fourth paragraph, which is the last, should be brief and should give information that allows the appropriate personnel to contact you.

_____8. The letter should be checked for errors in style, grammar and spelling by someone who is capable of assisting you.

_____9. The letter should be neat and correctly typed in a good quality of bond paper.

____10. The letter of application should reflect the applicant's personality and way of communicating.

COMPETENCY 007: Examine the need for and uses of a letter of application.

OBJECTIVE 007-03.2: The student will practice methods of writing and mailing letters of application.

TEST ITEM 007-03.2-01

INSTRUCTIONS TO TEACHER: Provide each student with a red pencil or pen.

INSTRUCTIONS TO STUDENTS: A sample letter of application is given below. Identify the mistakes and correct using the red pencil or pen provided by your teacher.

Mr. Kenneth Smith, Personnel Director
Electrophysics Incorporated
8463 Main Street
Winston-Salem, NC 26547

Dear Mr. Smith

Mr. Charles Winfield, the Work Experience Counselor at Breland High School, suggested that I contact you about the clerk-typist job in your firm. Please consider me an applicant for this position.

On June 12, I shall graduate from Breland High School where I have majored in business education. My courses have included two years of typewriting, two years of shorthand and transcribtion, buseniss machines, and office practices. My typing speed is 65 words per minute and I take shorthand at 100 words per minute.

During my senior year in high school I participated in work experiency education. My job assignment was in the accounting office of Radford Oil Company where I made use of and improved the skills I learned in Shool.

I plan to continue my education in night school and hope someday to be a top secretary. May I have an interview. My home telephone is 769-1401. I will expect to hear from you by November 11.

Yours truly:

Ann Fisher
2114 Charleston Place
Westchester, NC 24305
(919) 767-8000 (after 3:30 p.m. daily)

P.S. I have enclosed my resume.

COMPETENCY 007: Examine the need for and uses of a letter of application.

OBJECTIVE 007-03.2: The student will practice methods of writing and mailing letters of application.

TEST ITEM 007-03.2-02

INSTRUCTIONS TO STUDENTS: From the want ads given below, select one and write a letter of application.

5 Help Wanted (Sales)

FOOD SALES - Part time. Regional food distributor seeking sales person to work Raleigh, Durham, Chapel Hill area. Experienced in food sales and service necessary. Must have own transportation. Send resume and references to Box B426 care of this paper, 215 S. McDowell St., Raleigh NC 27602.

ESTIMATOR

For painting contractor based in Raleigh. Must be experienced & knowledgeable for follow up with general contractors. Send detailed resume and salary requirement to Box JA c/o The Herald & Sun News papers.

ADVERTISING SALES MANAGER

Established technical publication serving a rapidly expanding market is seeking a person experienced in trade magazine sales or sales management. Responsible for planning, directing sales reps, and sales promotions. Travel required. Competitive salary. Excellent benefits. Send resume with salary requirements in confidence to: Box B 476 care of the News and Observer, 215 S. McDowell St., Raleigh, N.C. 27602.

TEST ITEM 007-03.2-03

INSTRUCTIONS TO STUDENTS: From the want ads given below, select one and write a letter of application.

MANAGER and **MANAGER TRAINEES**, needed in Raleigh area convenient stores. Salary neg. Nationally known organization. Retail/grocery experience preferred. Send resume to B-233 c/o The News and Observer, 215 S McDowell St., Raleigh, NC 27602

RESPONSIBLE SECRETARY for national sales office. Interesting work. Duties include typing, filing, and telephone contact with customers. Reply to Box A169 c/o The News and Observer, 215 S McDowell St., Raleigh, NC 27602.

NEED MECHANIC for established garage. Must furnish own tools. Straight time. Write Box 5635 Durham 27706 with exp., record & references.

COMPETENCY 008: Analyze varied job applications and their influence on employment.

OBJECTIVE 008-01: The student will examine the categories of information needed to complete an application.

TEST ITEM 008-01-01

INSTRUCTIONS TO STUDENTS: From Column B place the correct answer in the blank to the left of each statement listed under Column A as it pertains to information required to complete an employment application.

Column A

____1. Former employer.

____2. Vocational training.

____3. Friend of family, teacher or clergy.

____4. Social Security number.

Column B

a. Personal identification
b. References
c. Education
d. Work experience

TEST ITEM 008-01-02

INSTRUCTIONS TO STUDENTS: Name five categories that are usually contained in the application form to obtain information.

1.

2.

3.

4.

5.

TEST ITEM 008-01-03

INSTRUCTIONS TO STUDENTS: Develop criteria composed of ten guidelines for filling in application forms.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

COMPETENCY 008: Analyze varied job applications and their influence on employment.

OBJECTIVE 008-01: The student will examine the categories of information needed to complete an application.

TEST ITEM 008-01-04

INSTRUCTIONS TO STUDENTS: Place a check by the statements that are not "guides for completing an application."

_____1. Answer all questions - do not leave blanks.

_____2. List experience starting with the most recent.

_____3. Write a note explaining financial trouble on back of application.

_____4. Receive permission before listing names of references.

_____5. Indicate you will "do anything" for a job.

TEST ITEM 008-01-05

INSTRUCTIONS TO STUDENTS: Choose from Column B the correct word or term to complete the sentences in Column A and enter the letter for the word or term in the space provided at the left of the number.

Column A	Column B
_____1. Be neat and always __________ in order for your application to be readable.	a. Nick names
_____2. Read over the application and ______________.	b. N/A
_____3. When a question does not apply write _________ to indicate you didn't skip the question.	c. Job
_____4. Be specific about the ______________ desired.	d. Follow directions
_____5. Give your legal name. Don't use ____________.	e. Print

COMPETENCY 008: Analyze varied job applications and their influence on employment.

OBJECTIVE 008-02: The student will demonstrate varieties of well completed applications.

TEST ITEM 008-02-01

INSTRUCTIONS TO STUDENTS: Complete the application, Sample A, using the following information. (Sample A will be provided by the teacher.)

Job setting: Sales trainee, Debco Fashions, minimum wage, full time.

TEST ITEM 008-02-02

INSTRUCTIONS TO TEACHERS: Duplicate application Sample B.

INSTRUCTIONS TO STUDENTS: On Sample B, Application for Employment, there are four errors in the Personal Information section. Identify and explain each.

TEST ITEM 008-02-03

INSTRUCTIONS TO STUDENTS: On Sample B, Application for Employment, there are several responses that are unclear or incomplete. Of the list below, place a check (✓) in the blank to the left of the most common complaint employers have regarding employment desired.

_____1. Salary desired

_____2. Position

_____3. Special study

_____4. Education

_____5. Present employment

APPLICATION FOR EMPLOYMENT

SAMPLE A

RSONAL INFORMATION

DATE SOCIAL SECURITY NUMBER

NAME Last First Middle

PRESENT ADDRESS Street City State

TELEPHONE NO. HEIGHT WEIGHT

DATE OF BIRTH MARRIED SINGLE

TOTAL NUMBER OF CHILDREN NUMBER OF DEPENDENT CHILDREN UNDER 18

LAST

FIRST

MIDDLE

EMPLOYMENT DESIRED

POSITION DATE YOU CAN START SALARY DESIRED

ARE YOU EMPLOYED NOW? IF SO MAY WE INQUIRE OF YOUR PRESENT EMPLOYER

R APPLIED TO THIS COMPANY BEFORE? WHERE WHEN

EDUCATION	NAME and LOCATION OF SCHOOL	YEARS ATTENDED	DATE GRADUATED	SUBJECTS STUDIED
GRAMMAR SCHOOL				
HIGH SCHOOL				
COLLEGE				
TRADE, BUSINESS OR CORRESPONDENCE SCHOOL				

SUBJECTS OF SPECIAL STUDY OR RESEARCH WORK

TYPES OF OFFICE OR INDUSTRIAL MACHINES YOU CAN OPERATE

U. S. MILITARY OR NAVAL SERVICE RANK PRESENT MEMBERSHIP IN NATIONAL GUARD OR RESERVES

TYPE OF DISCHARGE:

FORMER EMPLOYERS

DATE MONTH AND YEAR	NAME AND ADDRESS OF EMPLOYER	SALARY	POSITION	
FROM				
TO				
FROM				
TO				
FROM				
TO				
FROM				
TO				

REFERENCES: GIVE BELOW THE NAMES OF THREE PERSONS NOT RELATED TO YOU, WHOM YOU HAVE KNOWN AT LEAST ONE YEAR

NAME	ADDRESS	BUSINESS	YEARS ACQUAINTED
1.			
2.			
3.			

PHYSICAL RECORD:

LIST ANY PHYSICAL DEFECTS THAT WOULD EFFECT YOUR EMPLOYMENT

WERE YOU EVER INJURED? GIVE DETAILS

HAVE YOU ANY DEFECTS IN HEARING? IN VISION? IN SPEECH?

IN CASE OF EMERGENCY NOTIFY

NAME ADDRESS PHONE NO

I AUTHORIZE INVESTIGATION OF ALL STATEMENTS CONTAINED IN THIS APPLICATION. I UNDERSTAND THAT MISREPRESENTATION OR OMISSION OF FACTS CALLED FOR IS CAUSE FOR DISMISSAL. FURTHER, I UNDERSTAND AND AGREE THAT MY EMPLOYMENT IS FOR NO DEFINITE PERIOD AND MAY, REGARDLESS OF THE DATE OF PAYMENT OF MY WAGES AND SALARY, BE TERMINATED AT ANY TIME WITHOUT ANY PREVIOUS NOTICE.

DATE SIGNATURE

DO NOT WRITE BELOW THIS LINE

INTERVIEWED BY DATE

REMARKS:

NEATNESS PERSONALITY CHARACTER ABILITY

RECOMMENDED FOR HIRE YES NO IF NO, WHY?

HIRED FOR DEPT POSITION WILL REPORT SALARY WAGES

APPROVED 1. 2. 3.

EMPLOYMENT MANAGER DEPT. HEAD GENERAL MANAGER

APPLICATION FOR EMPLOYMENT

SAMPLE B

RSONAL INFORMATION

DATE SOCIAL SECURITY NUMBER 183-68-4419

NAME Jones (Last) Harry (First) (Middle)

PRESENT ADDRESS 113 Wrightsboro Lane (Street) (City) (State)

TELEPHONE NO. 299-3451 HEIGHT 5' 11" WEIGHT 150 lbs.

DATE OF BIRTH 10/9/83 MARRIED SINGLE X

TOTAL NUMBER OF CHILDREN 0 NUMBER OF DEPENDENT CHILDREN UNDER 18 0

LAST

FIRST

MIDDLE

EMPLOYMENT DESIRED

POSITION Any available job DATE YOU CAN START Now SALARY DESIRED Minimum Wage

ARE YOU EMPLOYED NOW? No IF SO MAY WE INQUIRE OF YOUR PRESENT EMPLOYER N/A

ER APPLIED TO THIS COMPANY BEFORE? No WHERE WHEN

EDUCATION	NAME and LOCATION OF SCHOOL	YEARS ATTENDED	DATE GRADUATED	SUBJECTS STUDIED
GRAMMAR SCHOOL	Zebulon Elementary School Harris, N.C.	8	1978	
HIGH SCHOOL	East Chowen High School Wilkes, N.C.	3-1/2		June
COLLEGE				
TRADE, BUSINESS OR CORRESPONDENCE SCHOOL				

SUBJECTS OF SPECIAL STUDY OR RESEARCH WORK DECA President 2 yrs.

TYPES OF OFFICE OR INDUSTRIAL MACHINES YOU CAN OPERATE Cash register

U. S. MILITARY OR NAVAL SERVICE N/A RANK PRESENT MEMBERSHIP IN NATIONAL GUARD OR RESERVES

TYPE OF DISCHARGE

FORMER EMPLOYERS

DATE MONTH AND YEAR	NAME AND ADDRESS OF EMPLOYER	SALARY	POSITION	
FROM TO				
FROM TO				
FROM TO				
FROM TO				

REFERENCES: GIVE BELOW THE NAMES OF THREE PERSONS NOT RELATED TO YOU, WHOM YOU HAVE KNOWN AT LEAST ONE YEAR

NAME	ADDRESS	BUSINESS	YEARS ACQUAINTED
1.			
2.			
3.			

PHYSICAL RECORD:

LIST ANY PHYSICAL DEFECTS THAT WOULD EFFECT YOUR EMPLOYMENT

WERE YOU EVER INJURED? GIVE DETAILS

HAVE YOU ANY DEFECTS IN HEARING? IN VISION? IN SPEECH?

IN CASE OF EMERGENCY NOTIFY

NAME ADDRESS PHONE NO

I AUTHORIZE INVESTIGATION OF ALL STATEMENTS CONTAINED IN THIS APPLICATION. I UNDERSTAND THAT MISREPRESENTATION OR OMISSION OF FACTS CALLED FOR IS CAUSE FOR DISMISSAL. FURTHER, I UNDERSTAND AND AGREE THAT MY EMPLOYMENT IS FOR NO DEFINITE PERIOD AND MAY, REGARDLESS OF THE DATE OF PAYMENT OF MY WAGES AND SALARY, BE TERMINATED AT ANY TIME WITHOUT ANY PREVIOUS NOTICE.

DATE SIGNATURE

DO NOT WRITE BELOW THIS LINE

INTERVIEWED BY DATE

REMARKS:

NEATNESS PERSONALITY CHARACTER ABILITY

RECOMMENDED FOR HIRE YES NO IF NO, WHY?

HIRED FOR DEPT POSITION WILL REPORT SALARY WAGES

APPROVED 1. 2. 3.

EMPLOYMENT MANAGER DEPT. HEAD GENERAL MANAGER

COMPETENCY 009: Analyze the functions and importance of the interview, its process, and components.

OBJECTIVE 009-01: The student will discuss the purpose of the interview.

TEST ITEM 009-01-01

INSTRUCTIONS TO STUDENTS: Place a "C" in the space provided for correct statements and an "I" for the incorrect statements. On the back of your answer sheet rewrite the incorrect statements to make them correct.

____1. Very few people are hired without first being interviewed.

____2. In the job interview a job seeker meets with an employer.

____3. During the interview the employer tries to decide if the job seeker is right for the job.

____4. The job seeker does not decide if the job is satisfactory.

____5. The job interview always lasts thirty minutes.

____6. First impressions are very important.

____7. Within five minutes the employer may have decided whether the job seeker meets his/her expectations.

____8. The employer may offer the applicant a job.

____9. The interview is more important than the resume or application.

____10. Some times during the interview the applicant decides to reject the job.

TEST ITEM 009-01-02

INSTRUCTIONS TO STUDENTS: In the blank to the left of the statement, place the correct response.

____1. The interview serves many purposes. From the list below, indicate the response that does not explain the purpose of an interview.

a. Gives direct contact with employer.
b. Applicant can give details of previous successes.
c. Determines suitability of the applicant.
d. Applicant can give details of previous job displeasures.

____2. Indicate the incorrect response pertaining to the interview.

a. The only reason a person has an interview is to get a job.
b. An applicant and employer are making decisions regarding suitability for employment.
c. Interviews lead to more contacts.
d. It is important to know as much as you can about a company or business before you interview.

____3. Indicate the incorrect response pertaining to the interview.

a. Employers may put you on the spot to see how you react under pressure.
b. Interviews lead to more contacts.
c. Job hunters may interview only for information.
d. Applicants may tell the employer what was wrong with previous employer.

TEST ITEM 009-01-03

INSTRUCTIONS TO STUDENTS: Listed below are three statements pertaining to the job interview. Read each statement and decide if you agree or disagree. On the back of your answer sheet write a short paragraph which does the following: (a) gives reason for your answer, and (b) gives additional ways the statement relates to the job interview. Enter "A" for agree or "D" for disagree in the blank at the left of the number.

____1. The job interview may determine whether a person is hired or not.

____2. The job interview provides an opportunity for direct face-to-face communication between the applicant and the employer.

____3. The job interview may help to eliminate potentially successful applicants from those that aren't.

COMPETENCY 009: Analyze the functions and importance of the interview, its process, and components.

OBJECTIVE 009-02: The student will analyze the types of interviews encountered during a job hunt.

TEST ITEM 009-02-01

INSTRUCTIONS TO STUDENTS: From Column B select the correct response and place it in the blank to the left of each statement in Column A.

Column A	Column B
_____1. The letter of application resulted in an appointment scheduled two weeks after the date of the letter.	a. Informal interview
_____2. The applicant walks into a fast food chain after having seen "walk-in interviews are accepted" sign.	b. Formal interview
_____3. A body shop owner calls you in for an interview after having looked over the application.	
_____4. An employment agency schedules an interview with a personnel director.	

TEST ITEM 009-02-02

INSTRUCTIONS TO STUDENTS: After having read the following case study, answer the questions given below it.

Case Study

After having graduated from the local high school, Susie had not been successful in finding permanent employment. Even though she had used many ways to find a job, Susie still was persistent in the job hunt. One morning she walked into a dress shop and asked one of the clerks if there were vacant positions to be filled. The clerk referred her to a manager who said he needed a cashier. Susie told him she had worked as a cashier while enrolled in the Marketing and Distributive Education Cooperative class. The manager invited her into his office to be interviewed. After the interview he gave her an application form to fill in. The manager was so impressed with Susie's interview and the manner in which she filled in the application form that he told her she could have the position. Susie reported to work the following Monday.

1. In the blank at the end of this sentence identify the type of interview conducted. ____________________

2. In the spaces provided below, list three reasons why Susie's application form might have been so impressive.

(1) ____________________

(2) ____________________

(3) ____________________

TEST ITEM 009-02-03

INSTRUCTIONS TO STUDENTS: After having read the following case study, answer the questions given below it.

Case Study

Mary, James and Keith had been childhood friends. Since all of them were in the same grade, upon completing school all began looking for employment. Mary sent application letters to employers. James secured application forms and returned them. Keith who did not want to take time to write many letters of application filled in one at an employment agency and resorted to "walk-ins". At the end of the first month, none of the three had jobs. The state of affairs changed the following week. Keith was able to secure a job with the insurance claims department since he had completed a microcomputer course in school. The personnel department was happy Keith had stopped by their office. Other applicants were either over trained or under trained. After Mary's scheduled interview, she was hired as a teller in one of the local banks. James was hired as a salesperson in one of the large department stores after the personnel manager looked over his application and called him in for an interview.

Complete the sentence by filling in the correct answer.

1. The interview that Mary had is called ________________.

2. Keith's interview is termed ________________.

3. The interview that James had is called ______________

COMPETENCY 009: Analyze the functions and importance of the interview, its process, and components.

OBJECTIVE 009-02: The student will analyze the types of interviews encountered during a job hunt.

TEST ITEM 009-02-03 (Continued)

List four of the same characteristics each had to exhibit during his/her interview.

4.

5.

6.

7.

TEST ITEM 009-02-04

INSTRUCTIONS TO STUDENTS: Answer the following statements by placing a "D" for disagree or an "A" for agree in the space provided to the left of each statement. On the back of your answer sheet write the explanation for your answer.

The length of an interview may depend on the following:

_____1. The job for which one is applying.

_____2. The person who is conducting the interview.

_____3. The manner in which one is dressed.

_____4. The amount of time the interviewer has.

_____5. The amount of information the company has already obtained about the applicant.

TEST ITEM 009-02-05

INSTRUCTIONS TO STUDENTS: In the space provided identify and explain the two basic types of interviews.

1.

2.

COMPETENCY 009: Analyze the functions and importance of the interview, its process, and components.

OBJECTIVE 009-03: The student will analyze the stages of the interview process.

TEST ITEM 009-03-01

INSTRUCTIONS TO STUDENTS: In the space provided, identify and explain the four parts of an interview.

1.

2.

3.

4.

TEST ITEM 009-03-02

INSTRUCTIONS TO STUDENTS: In the space provided place the letter of the best response that completes the statement.

_____1. At the beginning of the interview

a. A lady applicant should not offer to shake hands.
b. A lady applicant should shake hands with her gloves on with a weak ladylike grip.
c. The applicant should follow the lead of the interviewer in respect to shaking hands.
d. The applicant should offer and shake hands with a firm grip.

_____2. When answering the interviewer's questions, it is best to

a. Answer with "yes" and "no" since employers are busy people.
b. Relate some previous incident that relates to the question after the initial response.
c. Provide short response that you have previously thought through.
d. Give long answers so the employer can rate diction and intelligence.

_____3. During one part of the interview the applicant is able to answer questions. Which of these would be inappropriate?

a. The questions should pertain to the company.
b. The questions should pertain to the employer.
c. The questions should impress the employer, so they should pertain to the employer's family.
d. The questions should pertain to current world events.

TEST ITEM 009-03-03

INSTRUCTIONS TO STUDENTS: In the space provided, list four questions employers usually ask during one stage of the interview.

1.

2.

3.

4.

COMPETENCY 009: Analyze the functions and importance of the interview, its process, and components.

OBJECTIVE 009-04: The student will discuss the effect of conducting research about the company and/or industry before the interview.

TEST ITEM 009-04-01

INSTRUCTIONS TO STUDENTS: To the left of the statement place the best response.

_____1. In order to make a good impression the applicant should conduct research studies on the company. The least factor the applicant should try to learn about a company is its

a. Products and/or services.
b. Size and location of plants.
c. Growth
d. Turnover rate.

_____2. The least reliable source of information an applicant can learn about a company is from

a. Its brochures and/or catalogs.
b. The classified section of a telephone directory.
c. Teachers and/or relatives.
d. Classmates

_____3. Another least desirable method an applicant can use to learn about a company is

a. Asking a person who has recently been dismissed.
b. Asking a friend who works for the company.
c. Reprints of the company's annual reports that are for distribution, in newspaper, Chamber of Commerce, etc.
d. Telephoning and requesting information from the company.

TEST ITEM 009-04-02

INSTRUCTIONS TO STUDENTS: To the left of the statement please place the best response.

_____1. Research on a company, industry or firm before the interview will not

a. Make the applicant an expert on the company or its operation.
b. Help the applicant learn more about the working situation surrounding the specific job or position sought.
c. Allow the applicant to determine who does the actual hiring and firing.
d. Allow the applicant to better understand the reason specific questions are asked by the interviewer.

_____2. When conducting research studies on a company prior to an interview, the least useful information would be

a. In-house hiring policy.
b. Fringe benefits.
c. Starting salary.
d. Religious preference of the interviewer.

_____3. Research studies on a company does not allow the applicant to

a. Show the employer how much is known about the company.
b. Know the company's address, building location and the location of the office to which to report.
c. Determine the number of schoolmates hired by the firm.
d. Learn the number of persons who have left the company.

TEST ITEM 009-04-03

INSTRUCTIONS TO STUDENTS: In the space provided, list two benefits the applicant receives from conducting company research studies.

1.

2.

COMPETENCY 009: Analyze the functions and importance of the interview, its process, and components.

OBJECTIVE 009-05: The student will predict some questions the applicant should direct to the employer while being interviewed.

TEST ITEM 009-05-01

INSTRUCTIONS TO STUDENTS: In the space provided list five questions an applicant may ask an employer.

1.

2.

3.

4.

5.

TEST ITEM 009-05-02

INSTRUCTIONS TO STUDENTS: Since an applicant should not volunteer negative information about oneself, write in the space provided a response to the following employer question:

"What are your major weaknesses?"

TEST ITEM 009-05-03

INSTRUCTIONS TO STUDENTS: Place a "D" for disagree or an "A" for agree in the blank to the left of each statement. On the back of each answer sheet rewrite all "disagreed statements" into agreed ones.

_____1. The applicant needs to ask the employer questions to determine if he/she wants to accept the position.

_____2. The applicant should not ask many questions since that is a privilege of the employer.

_____3. All employment interviewers expect job applicants to ask questions.

_____4. The applicant should prepare a list of questions that he/she wants answered.

_____5. Some of the questions the applicant directs to the employer may be unimportant.

_____6. When the applicant asks questions his/her attitude should change to "I'm in the driver seat now."

_____7. Asking questions indicates to the employer the applicant's interest in the job and in the company.

_____8. The purpose of the interview is to exchange information.

_____9. A question may be asked twice during the interview to reinforce ideas.

____10. Interviewers are usually impressed by the number of questions an applicant will ask.

COMPETENCY 009: Analyze the functions and importance of the interview, its process, and components.

OBJECTIVE 009-05: The student will predict some questions the applicant should direct to the employer while being interviewed.

TEST ITEM 009-05-04

INSTRUCTIONS TO STUDENTS: In the blank to the left place the correct response.

_____1. Of the responses listed below, which response would be inappropriate for an applicant to ask an employer?

a. Does the company have plans to relocate in the near future?
b. Are there provisions for me to advance in the company?
c. When will I know if I have been accepted for the job?
d. What would cause you to dismiss an employee?

_____2. Of the responses listed below, which response could be interpreted by an employer as reflecting the applicant's major concern?

a. Is the position temporary or permanent?
b. Is there a probationary period?
c. How much do you pay?
d. What are your health benefits?

_____3. Of the responses listed below, which response could cause the employer to question the qualifications of an applicant?

a. Please explain your demotion or demerit system.
b. What is the amount of pay for overtime and how are raises determined?
c. What are included in the company's fringe benefit package?
d. Are there any special rules with respect to grooming?

COMPETENCY 009: Analyze the functions and importance of the interview, its process, and components.

OBJECTIVE 009-06: The student will examine the influence of personal appearance on the job interview process.

TEST ITEM 009-06-01

INSTRUCTIONS TO STUDENTS: In the space provided define the term given below and list ten characteristics.

Definition: Good grooming -

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

TEST ITEM 009-06-02

INSTRUCTIONS TO STUDENTS: Place the correct response in the blank to the left of each number.

_____1. From the responses listed below select the statement that generally reflects an employer's attitude about the appearance of applicants.

a. First impressions are lasting impressions.
b. One cannot judge a book by its cover.
c. All that glitters is not gold.
d. A new broom cleans better.

_____2. When dressing for an interview the applicant should remember to

a. Dress in a very relaxed and comfortable manner so all energies will focus on the contact with the employer.
b. Dress in the latest style to impress the employer that he/she is a trend setter.
c. Dress using a conservative approach with simple lines, classic styles and neutral colors (gray, tan, beige, black, etc.)
d. Dress to portray his/her favorite role model.

_____3. The least appropriate approach to relieve tension while waiting for an interview is

a. Smoke a cigarette.
b. Talk to the receptionist.
c. Browse through a book.
d. Concentrate on the flow of traffic within the area.

TEST ITEM 009-06-03

INSTRUCTIONS TO STUDENTS: Place in the blank to the left of each number the correct response.

_____1. An inappropriate approach for an applicant to use when in doubt on what to wear to an interview is to

a. Consult employees who work in similar jobs.
b. Find out the current high fashion attire.
c. Observe television personalities depicting workers in jobs for which he/she is applying.
d. Visit quality clothing stores that are patronized by leaders in business and industry.

_____2. Determine the least appropriate manner of dressing for an interview.

a. Shoes should be clean and polished.
b. Hair should be clean, neatly cut and well groomed.
c. Clothing should be simple, neat, well-fitting and appropriate.
d. Jewelry worn by women should be colorful, tiny and dangling. Men are now permitted to wear beautiful medallions or love beads.

_____3. The two reasons appearance is important to employers are

a. Appearance usually is interpreted by the customer that one cares about him/herself and the job.
b. Appearance of the employees serves as a basis for customers to rate the store as an exclusive or non-exclusive one.
c. Appearance of the employees is interpreted by customers that the firm is financially sound and doing financially well.
d. Appearance of an applicant is interpreted by employers that he/she is willing to abide by company rules and regulations.

COMPETENCY 009: Analyze the functions and importance of the interview, its process, and components.

OBJECTIVE 009-007: The student will interpret the influence of body language upon the interview.

TEST ITEM 009-07-01

INSTRUCTIONS TO STUDENTS: In the space provided define the term and explain the importance of it.

1. Body language is defined as ______________________________

____

2. Body language is important ______________________________

____

TEST ITEM 009-07-02

INSTRUCTIONS TO STUDENTS: In the space provided list five of the most important signs of body language and explain what each portray.

1.

2.

3.

4.

5.

TEST ITEM 009-07-03

INSTRUCTIONS TO STUDENTS: Develop a body language "Do" and "Don't" list using statements that you have not previously given. You cannot use the same statement as a "do" and then reverse it as a "don't".

Do	Don't
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

COMPETENCY 009: Analyze the functions and importance of the interview, its process, and components.

OBJECTIVE 009-008: The student will examine common problems which inhibit success of the interview.

TEST ITEM 009-08-01

INSTRUCTIONS TO STUDENTS: Develop a checklist of twenty items that can be used to evaluate an interview. Place your statements in the form below:

Checklist

	Did Do	Did Not Do
Directions: In the columns to the right place a (✓) check in the appropriate space.		
1.		
20.		

TEST ITEM 009-08-02

INSTRUCTIONS TO STUDENTS: In the space provided list four questions the applicant should ask to analyze an interview.

1.

2.

3.

4.

TEST ITEM 009-08-03

INSTRUCTIONS TO STUDENTS: Place in the space provided statements given in the case study below that would prohibit a successful interview.

Case Study

Don arrived five minutes early for the interview. To relieve his tension Don smoked one cigarette. Upon meeting the employer he gave a firm handshake although he noticed the employer flinch just a little. During the interview Don became relaxed and lowered himself in the chair so he could better extend his legs. He tried to emphasize that he really needed a job in order to pay for his car. He also told the employer he was willing to accept any job because he was eager to work. He felt good with the answer he gave the employer when asked why he wanted to work for the company. When he answered that it was one of the newest companies with an unusual architectural design that was admired by all, the employer appeared pleased and smiled. He hadn't thought through his career goals, but he told the employer that was his next project. The employer was so nice that Don gave him a pat on the back when the interview ended and told him "he was a swell guy."

1.

2.

3.

4.

5.

6.

7.

8.

9.

COMPETENCY 009: Analyze the functions and importance of the interview, its process, and components.

OBJECTIVE 009-09.1: The student will describe methods for achieving a good interview.

TEST ITEM 009-09.1-01

INSTRUCTIONS TO STUDENTS: In the blank to the left of the number place the correct response.

_____1. From the list of behaviors that could inhibit the success of an interview, choose the one that is not a negative factor. The applicant

a. Has limited knowledge of the company.
b. Is unable to respond well to questions.
c. Is accompanied by a friend.
d. Arrives five minutes early.

_____2. From the statements listed below identify the positive factor that may enhance the success of the interview. Place answer in the blank to the left of the number.

a. The applicant's personal appearance is poor.
b. The applicant lacks career goals.
c. The applicant fails to look the interviewer in the eye.
d. The applicant's work record appears promising.

_____3. When preparing for the interview it is wise for the applicant to carry his/her job kit. The job kit includes

a. A copy of the birth certificate, social security card, school transcript and drivers license.
b. A work permit, social security card and a list of references.
c. A drivers license, birth certificate, social security card, school diploma, work permit and personal data sheet.
d. A health certificate, work permit, personal data sheet, drivers license, school diploma and birth certificate.

TEST ITEM 009-09.1-02

INSTRUCTIONS TO STUDENTS: Place the correct response in the blank to the left of the number.

_____1. To insure the success of an interview, the applicant should conduct a last minute checkup. A last minute checkup may include

a. A grooming and appearance check, being sure to go alone and allowing enough time to arrive in the office five minutes early.
b. Checking to be sure cigarettes are taken, getting the job kit, and taking someone along for "moral support."
c. Notes taken of the company, the job kit and pencils and pens.
d. Arriving just on time, checking personal appearance and taking the job kit.

_____2. Since introductions "set the tone" of the interview which of the following procedures is correct.

a. "Miss Jones, I'm Susie Stone. I believe you wanted to see me about a position in your office."
b. "Miss Jones, I'm John. I believe you are to interview me this morning."
c. "Miss Jones, I'm Mrs. Lena Len. I'm here to discuss with you the vacant cashier's position."
d. "Miss Jones, I'm Mr. James Jordon, an applicant you asked to be interviewed."

_____3. The wise applicant will

a. Locate the firm, the building and office in which the interview is to take place a few days in advance of the scheduled interview.
b. Take someone along to park the car if traffic becomes congested or parking spaces are not available.
c. Call the firm to get directions from home to building and office and to obtain suggested amount of time to arrive at the firm.
d. Hire a taxi to get to the interview on time.

TEST ITEM 009-09.1-03

INSTRUCTIONS TO TEACHER: Distribute a variety of classified ads to students. Have students discuss what they might need to know in preparation of an interview.

INSTRUCTIONS TO STUDENTS: From the classified ads distributed to you by your teacher, list in order the preparation you would need to make to insure a successful job interview.

COMPETENCY 009: Analyze the functions and importance of the interview, its process, and components.

OBJECTIVE 009-09.2: The student will demonstrate methods for achieving a good interview.

TEST ITEM 009-09.2-01

INSTRUCTIONS TO TEACHER: Video tape or record two interviews. One interview should be one that the applicant is poorly prepared. The second interview is one that the applicant is well prepared. On the answer sheet that has been distributed, have students record the strengths and weaknesses of each.

INSTRUCTIONS TO STUDENTS: On the answer sheet(s) that have been distributed to you, record the strengths and weaknesses of the two interviews prepared by your teacher.

TEST ITEM 009-09.2-02

INSTRUCTIONS TO TEACHER: After evaluating the scoresheets submitted by students, compile one scoresheet to be used by students in class.

INSTRUCTIONS TO STUDENTS: Compose a scoresheet of ten items that one may use to insure the success of a good interview.

TEST ITEM 009-09.2-03

INSTRUCTIONS TO TEACHER: Divide class into groups. Provide each group with a tape recorder. Have each group to tape record one interview. Exchange tapes among the groups. Using the one scoresheet have students to score the interview tape given.

INSTRUCTIONS TO STUDENTS: Compose group as directed by teacher. Following the directions of your teacher record one interview. Return tape to teacher. Using the tape the teacher has assigned, evaluate the interview using the scoresheet given by the teacher.

COMPETENCY 009: Analyze the functions and importance of the interview, its process, and components.

OBJECTIVE 009-10: The student will examine follow-up procedures upon completion of the interview.

TEST ITEM 009-10-01

INSTRUCTIONS TO STUDENTS: In the space provided identify and discuss three ways by which an applicant may follow-up the interview.

1.

2.

3.

TEST ITEM 009-10-02

INSTRUCTIONS TO STUDENTS: In the space provided identify parts of a thank you letter.

1. The first paragraph should contain ______________________________

____

2. The second paragraph should state ______________________________

____

3. The third paragraph should ______________________________

____

TEST ITEM 009-10-03

INSTRUCTIONS TO STUDENTS: In the space provided write a thank you note to an employer for granting the interview.

COMPETENCY 009: Analyze the functions and importance of the interview, its process, and components.

OBJECTIVE 009-10: The student will examine follow-up procedures upon completion of the interview.

TEST ITEM 009-10-04

INSTRUCTIONS TO STUDENTS: In the blank to the left of the number place the correct response.

_____1. After an interview an employer may not be able to tell an applicant if he or she is employed. From the following responses select the one that is the least correct.

a. The company hasn't had time to check the applicant's references.
b. The company may be checking on attendance records, grades and talks with teacher or counselor.
c. The company hasn't had time to check on the applicant's extra curricular activities.
d. The company may be checking with former employers about the applicant's personal characteristics and qualifications.

_____2. Select the least correct statement pertaining to the telephone call after an interview.

a. It is permissible to call the interviewer five to seven days after the interview has occurred.
b. It is permissible to follow-up a second telephone call a week after the first call to an interviewer.
c. It is permissible to follow-up a second telephone call within a week to the interviewer.
d. If ten to twelve days have expired and since the employer has not notified the applicant, there is usually no need to telephone. The applicant needs to look for another job.

_____3. In some instances it is permissible to follow-up an interview with a visit to the firm. Select the least appropriate place to conduct a follow-up visit.

a. A visit is permissible if the firm is small.
b. A follow-up visit is permissible if the firm has a personnel department.
c. A follow-up visit is permissible if the applicant is acquainted with the owner or manager.
d. A follow-up visit is permissible if the establishment is located in the neighborhood.

COMPETENCY 009: Analyze the functions and importance of the interview, its process, and components.

OBJECTIVE 009-11: The student will recognize the function and value of employment tests.

TEST ITEM 009-11-01

INSTRUCTIONS TO STUDENTS: In the space provided list four reasons why employers administer employment tests.

1.

2.

3.

4.

TEST ITEM 009-11-02

INSTRUCTIONS TO STUDENTS: Employers use many kinds of tests. An applicant cannot always determine the kind of test he/she will have to complete when applying for a job. However, the applicant should be familiar with tests that are usually given. From Column B select the correct response and place answer in the appropriate blank in Column A.

Column A	Column B
_____1. Academic tests	a. Measures concerns in certain kinds of occupations. e.g. things, people objects, indoor outdoors, selling things, repairing things, etc.
_____2. Aptitude tests	b. Measures ability and understanding of general information, vocabulary, science, mathematics, spelling, etc.
_____3. Interest tests	c. Measures performance, e.g. typing, shorthand, playing the piano, etc.
_____4. Personality tests	d. Measures talent for doing things, mathematics, mechanical, atheletic.
_____5. Polygraph tests	e. Measures such things as adjustment to certain conditions, friendliness, traits, persuasiveness, aggression, etc.
_____6. Skill tests	f. Administered only by permission and measures the degree of truthfulness.

TEST ITEM 009-11-03

INSTRUCTIONS TO STUDENTS: In the space provided discuss why an applicant should consider each factor important when preparing to take employment tests.

1. Advice - ______________________________

2. Test attitude - ______________________________

3. Clothing - ______________________________

4. Test experience - ______________________________

5. Health - ______________________________

6. Test materials - ______________________________

COMPETENCY 009: Analyze the functions and importance of the interview, its process, and components.

OBJECTIVE 009-11 The student will recognize the function and value of employment tests.

TEST ITEM 009-11-04

INSTRUCTIONS TO STUDENTS: In the space provided define the terms and state how these terms differ from regular employer administered tests.

1. Civil service - ______________________________

____

____

2. A graphologist's analysis - ______________________________

____

____

3. The differences in

COMPETENCY 010: Analyze types of forms that may be required in the employment process and their purposes.

OBJECTIVE 010-01.1: The student will describe the need for and uses of paycheck deductions.

TEST ITEM 010-01.1-01

INSTRUCTIONS TO STUDENTS: Explain the reason for, and use of paycheck stubs.

TEST ITEM 010-01.1-02

INSTRUCTIONS TO STUDENTS: In the columns provided list three mandatory payroll deductions, and five voluntary payroll deductions that may appear on a paycheck stub.

Mandatory	Voluntary
1. ______________	1. ______________
2. ______________	2. ______________
3. ______________	3. ______________
	4. ______________
	5. ______________

TEST ITEM 010-01.1-03

INSTRUCTIONS TO TEACHER: Hand out, to each student, a sample paycheck stub to be used with this test item. Employer provided or teacher designed.

INSTRUCTIONS TO STUDENTS: Using the information below, complete the paycheck stub provided by the teacher and compute the take home pay (net pay) of Don Smith.

Regular pay ($3.50 per hour for 40 hours)	$140.00
Overtime pay ($5.25 per hour for 5 hours)	26.25
Social Security (FICA)	9.73
Federal Income Tax	15.40
N.C. State Income Tax	3.27
Hospital Insurance	2.05
Group Life Insurance	.60
Savings Bonds	3.00

COMPETENCY 010: Analyze types of forms that may be required in the employment process and their purposes.

OBJECTIVE 010-01.2: The student will practice methods of completing a federal government W-4 form. (Employees' Withholding Allowance Certificate)

TEST ITEM 010-01.2-01

INSTRUCTIONS TO TEACHER: Provide W-4 forms to each student.

INSTRUCTIONS TO STUDENTS: Complete a federal government form W-4 (Employees' Withholding Allowance Certificate) using standard exemptions.

TEST ITEM 010-01.2-02

INSTRUCTIONS TO TEACHER: Provide W-4 forms to each student

INSTRUCTIONS TO STUDENTS: Complete a federal government form W-4 (Employees' Withholding Allowance Certificate) using computed exemptions.

TEST ITEM 010-01.2-03

INSTRUCTIONS TO STUDENTS: In the blanks provided, name five kinds of information needed in the federal government form W-4 (Employees' Withholding Allowance Certificate).

1. ______________________________

2. ______________________________

3. ______________________________

4. ______________________________

5. ______________________________

COMPETENCY 010: Analyze types of forms that may be required in the employment process and their purposes.

OBJECTIVE 010-01.3: The student will practice methods of completing a state government form NC-4. (Employee's Withholding Exemption Certificate)

TEST ITEM 010-01.3-01

INSTRUCTIONS TO TEACHER: Provide form NC-4 to each student.

INSTRUCTIONS TO STUDENTS: Complete a state government form NC-4 (Employee's Withholding Exemption Certificate)

TEST ITEM 010-01.3-02

INSTRUCTIONS TO STUDENTS: Briefly discuss three differences found in the information needed to complete the federal government W-4 form and the state government form NC-4.

1.

2.

3.

TEST ITEM 010-01.3-03

INSTRUCTIONS TO STUDENTS: Discuss three reasons why it is important to complete correctly withholding forms and/or certificates.

1.

2.

3.

COMPETENCY 010: Analyze types of forms that may be required in the employment process and their purposes.

OBJECTIVE 010-02: The student will identify other types of forms that one may encounter in the job market.

TEST ITEM 010-02-01

INSTRUCTIONS TO STUDENTS: List four types of forms, other than Form W-4 and Form NC-4, that may be encountered when employed.

1.

2.

3.

4.

TEST ITEM 010-02-02

INSTRUCTIONS TO STUDENTS: Define each of the terms listed below:

1. Savings payroll deductions - ______________________________
2. Deductible premiums for life, health and/or medical insurance - ______________________________
3. Company pension plan - ______________________________
4. Social Security - ______________________________
5. Exemptions - ______________________________
6. Eligibility - ______________________________
7. Workers' benefits - ______________________________
8. Take-home pay - ______________________________
9. Unearned income - ______________________________
10. IRS - ______________________________
11. Disposable earnings - ______________________________

COMPETENCY 010: Analyze types of forms that may be required in the employment process and their purposes.

OBJECTIVE 010-02: The student will identify other types of forms that one may encounter in the job market.

TEST ITEM 010-02-03

INSTRUCTIONS TO STUDENTS: Discuss three benefits that may be offered to employees in which forms may be required to be completed. Be sure these forms have not been previously discussed or listed.

1.

2.

3.

COMPETENCY 011: Identify and develop an appreciation for fringe benefits to the employee.

OBJECTIVE 011-01: The student will identify fringe benefits that may be offered to the employee.

TEST ITEM 011-01-01

INSTRUCTIONS TO STUDENTS: Write a brief definition of fringe benefits.

TEST ITEM 011-01-02

INSTRUCTIONS TO STUDENTS: List five fringe benefits that may be offered by an employer.

1.

2.

3.

4.

5.

TEST ITEM 011-01-03

INSTRUCTIONS TO STUDENTS: Fringe benefits are an important part of many jobs. Some have a monetary value, some are a convenience, and some offer both money and convenience. Below is a list of some of the fringe benefits you might receive on a job. Read each benefit and place a check mark (✓) in the appropriate column to indicate what type of value you think it would have. Check both columns if you think both apply.

	Monetary Value	Convenience Value
1. Annual Bonuses		
2. Paid Sick Leave		
3. Yearly Paid Vacation		
4. Privilege to Purchase Company Stock		
5. Receive Discounts at Firm's Store		
6. Automatic Deductions for Savings		
7. Direct Deposit of Pay Check to Bank		
8. Paid-up Medical and Life Insurance		
9. Employer Contributions to Your Pension		
10. Reimbursement for Job Related Courses		
11. Deduction of Union Dues		

COMPETENCY 011: Identify and develop an appreciation for fringe benefits to the employee.

OBJECTIVE 011-02: The student will differentiate between salary alone and salary plus the fringe benefit package.

TEST ITEM 011-02-01

INSTRUCTIONS TO STUDENTS: Explain what is meant by the term "true value" of a salary and benefit package.

TEST ITEM 011-02-02

INSTRUCTIONS TO STUDENTS: Using imaginary figures, show how the "true value" of a salary and benefit package might be determined when the employer provides life insurance, health insurance and a retirement plan.

TEST ITEM 011-02-03

INSTRUCTIONS TO STUDENTS: Match the terms listed in Column A with its correct definition in Column B.

Column A

_____1. Fringe Benefit
_____2. Annual Bonus
_____3. Paid Time Off
_____4. Paid Vacation
_____5. Insurance Benefits
_____6. Pension Plan
_____7. Discounts

Column B

a. Granted New Year's Day, Independence Day and Christmas as paid holidays.
b. Contribution by employer toward retirement.
c. Buy products in company or related store below regular retail cost.
d. Monetary or convenience value you receive other than regular wages or a salary.
e. Life, health, medical and/or dental plans paid for in part by employer.
f. Retirement plan paid for by employer.
g. One, two or three weeks off with pay.
h. Sharing in the profits of the company at the end of the fiscal year.

COMPETENCY 011: Identify and develop an appreciation for fringe benefits to the employee.

OBJECTIVE 011-03: The student will show awareness of the value of an educational assistance program to employment and advancement.

TEST ITEM 011-03-01

INSTRUCTIONS TO STUDENTS: Read the following case study and answer the questions at the end.

Case Study

The Joy Company hired Jim Smith for employment as a stock boy in the shipping department. Jim is a high school graduate with no previous work experience. The local community college offered evening courses and Jim enrolled in two courses, Record Keeping and Introduction to Computers. In six months Jim was promoted to the position of shipping clerk. Jim decides he likes working for the Joy Company. He realizes that there is great opportunity for long term employment and promotion to a management position. After a self study, Jim decides he is lacking in several areas if he wants to advance in the company. Jim decided he needed experience or knowledge in management techniques, technical knowledge and increasing productivity of employees. Jim enrolled in the community college in the two year Business Administration program. Jim informed his supervisor of his interest for advancement and his enrollment in college. The supervisor sent Jim to the Personnel Director for a conference and assistance. The Personnel Director talked to Jim and informed him the company has a policy to reimburse employees for one-half of their tuition and book costs if the courses related to their employment. The Personnel Director and Jim work out a program whereby Jim hands in his receipts for college work and a determination will be made on reimbursement. One part of the company policy on reimbursement is a requirement that the course must be completed with a passing grade.

Read each of the following statements and place an "R" in the space provided for each statement where an employer would reimburse an employee. Place an "NR" in the space provided for each statement where the employee would not be reimbursed by the employer.

_____1. Improve knowledge and skill of employee.

_____2. Improve athletic ability of the employee.

_____3. Incentive for long term employment.

_____4. Qualify employee for promotion to management.

_____5. Improve productivity of employee.

_____6. Course on English Literature for self improvement.

_____7. Up-date technical knowledge of employee.

_____8. Courses to improve employee's educational level only.

TEST ITEM 011-03-02

INSTRUCTIONS TO STUDENTS: Column A contains items for which an employer might reimburse an employee under an educational assistance program. Match the terms listed under Column A with the correct definition in Column B.

Column A

_____1. Tuition

_____2. Books

_____3. Transportation

_____4. Fees

_____5. Other supplies

Column B

a. Reference publications required for use in a course.
b. Use of a public service to go from one location to another.
c. Container used to carry school supplies.
d. Cost of or payment for instruction.
e. Laboratory fee charged for use of equipment and certain supplies used for a course.
f. Special paper needed for use in a course.

COMPETENCY 011: Identify and develop an appreciation for fringe benefits to the employee.

OBJECTIVE 011-03: The student will show awareness of the value of an educational assistance program to employment and advancement.

TEST ITEM 011-03-03

INSTRUCTIONS TO STUDENTS: Read the following case study and complete the exercise at the end.

Case Study

Mary Smith, a recent high school graduate, is employed as a secretary by the A-B Insurance Company. In high school Mary completed the business program with emphasis on secretarial training. After working for six months, Mary decided she needed additional training in secretarial skills if she is to advance in the company. The company has a policy to provide educational assistance as a fringe benefit. The company will pay all expenses for job-related courses taken in night school. Mary checked with her supervisor to find out the procedure for applying for education assistance. Her request is approved and she enrolls in night school in the Executive Secretary Program. Her quarterly tuition is $46.00; book fees will average $32.00 per quarter; registration fee is $10.00 per quarter, and she can provide her own transportation. Mary is entitled to select four electives while completing her program. She selects the following courses as electives: Introduction to Mass Communications, Fundamentals of Speech, Voice and Diction, and Consumer Economics. Her laboratory fees will be $10.00 per quarter.

List four areas of expenses where the company will reimburse Mary.

1.

2.

3.

4.

COMPETENCY 012: Analyze the use of and factors that may be included in a job description.

OBJECTIVE 012-01: The student will interpret the need for a job description.

TEST ITEM 012-01-01

INSTRUCTIONS TO STUDENTS: Define job description and discuss why one may be needed.

1. A job description ____

____

____

____

2. A job description may be needed ____

____

____

____

TEST ITEM 012-01-02

INSTRUCTIONS TO STUDENTS: After reading the case study below, list three advantages that Jan would have had if she had been presented a job description.

Case Study

Jan was hired as a receptionist for a large pharmaceutical company. When she was hired her employer told her she was to greet customers in a most pleasant manner and be sure customers were directed to the proper source. The employer asked Jan to be sure customers were comfortable during any "waiting period." He also told her he would expect her to assume routine receptionist duties. Jan was pleasant, waited on her customers, made delays pleasant and thought she was doing an excellent job. After three months she was called into her employer's office and told that if she didn't improve within two weeks, her employment with the firm would end. She was amazed to learn that she was expected to keep growing plants in the area, keep only current papers and magazines on display and to see that the lounge was always in "tip top shape." She told her employer this was not discussed when he informed her of her duties. He reminded her that she was expected to perform "routine duties."

1.

2.

3.

TEST ITEM 012-01-03

INSTRUCTIONS TO STUDENTS: Write a job description. List five kinds of information an employer would need that can be found in your job description.

COMPETENCY 012: Analyze the use of and factors that may be included in a job description.

OBJECTIVE 012-02.1: The student will analyze the influence of the job description on the employee.

TEST ITEM 012-02.1-01

INSTRUCTIONS TO TEACHER: Provide each student with a copy of a job description.

INSTRUCTIONS TO STUDENTS: Using the job description provided, list ten duties the employee must perform in the job. List specific tasks.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

TEST ITEM 012-02.1-02

INSTRUCTIONS TO STUDENTS: Discuss in one paragraph how a job description can influence an employee's sense of job security.

TEST ITEM 012-02.1-03

INSTRUCTIONS TO STUDENTS: List five reasons a job description could lead to a more productive and satisfied employee.

1.

2.

3.

4.

5.

COMPETENCY 012: Analyze the use of and factors that may be included in a job description.

OBJECTIVE 012-02.2: The student will interpret, using a job description, the working conditions in which the employee will function.

TEST ITEM 012-02.2-01

INSTRUCTIONS TO TEACHER: Provide each student with a copy of a job description.

INSTRUCTIONS TO STUDENTS: Using the job description provided, write your understanding of how well the job must be done and how it will influence your performance on the job.

TEST ITEM 012-02.2-02

INSTRUCTIONS TO TEACHER: Provide each student with a copy of a job description.

INSTRUCTIONS TO STUDENTS: An extremely important aspect of the job description is the conditions under which you may have to work. From the job description provided, check the physical and personal working conditions described.

_____ hours
_____ kind of people
_____ kind of equipment
_____ weather
_____ social
_____ inside
_____ outside
_____ both inside-outside
_____ temperature
_____ public contacts
_____ special clothing

TEST ITEM 012-02.2-03

INSTRUCTIONS TO TEACHER: Using a checklist devised by students in class to evaluate job descriptions, provide students with a job description.

INSTRUCTIONS TO STUDENTS: Evaluate the job description provided by your teacher using the checklist the class has developed. Rewrite the job description to earn a rating of excellent by the checklist the class developed.

COMPETENCY 013: Interpret the influence that policies, chain-of-command, and grievance procedures have on the employee.

OBJECTIVE 013-01: The student will describe policies companies may have and their influence on employees.

TEST ITEM 013-01-01

INSTRUCTIONS TO STUDENTS: From the list provided identify with a check mark (✓) ten items (areas) that might be covered in an employer's policy statement.

_____1. Punctuality

_____2. Dress code

_____3. Advancement/Promotion

_____4. Hospitalization periods

_____5. Sick leave

_____6. Telephone usage

_____7. Parking assignments

_____8. Consumer buying information

_____9. Area of residence

____10. Paid holidays

____11. Company parties

____12. Vacations

____13. Rest breaks

____14. Hot lunches

____15. Hours and shifts

____16. Absenteeism

TEST ITEM 013-01-02

INSTRUCTIONS TO STUDENTS: Written company policies may have a profound influence on employee activities. Column A contains key words of a policy provision. Match the words listed under Column A with the correct definition in Column B.

Column A

_____1. Company Policy Statements

_____2. Grievance Policy

_____3. Operating Policies

_____4. Dress Code

_____5. Holiday Policy

_____6. Time Clock/Card

Column B

a. Eliminates confusion for employees.
b. Clarifies what is expected of each employee and the employer under certain conditions.
c. Provides for certain days off with pay.
d. Provides a system for the employer to have an accurate record of hours worked by employees.
e. Provides a guideline for resolving disputes between employee-employer and/or employer-employee.
f. Provides for the proper attire an employee should wear while working.
g. Provides a system for employer dominance over employees.

TEST ITEM 013-01-03

INSTRUCTIONS TO STUDENTS: Place yourself in the position of an employer who is about to open his/her own company. The total number of employees you will hire will be 60. The employees will work in a small factory and you will operate with three shifts. For employee safety each will be required to wear safety shoes and a hard hat. Several of your employees will be transferred to this factory from your other factories.

With this information write a policy statement on any five of the areas listed below. Remember a company policy statement indicates the rights and responsibilities of the employer and the employee.

1. Seniority
2. Time clock - time cards
3. Dress code
4. Vacations
5. Hours and shifts
6. Breaks (lunch and rest)
7. Absenteeism
8. Advancements/Promotions
9. Punctuality
10. Holidays

COMPETENCY 013: Interpret the influence that policies, chain-of-command, and grievance procedures have on the employee.

OBJECTIVE 013-02.1: The student will suggest the meanings of chain-of-command.

TEST ITEM 013-02.1-01

INSTRUCTIONS TO STUDENTS: Write a definition for chain-of-command.

TEST ITEM 013-02.1-02

INSTRUCTIONS TO STUDENTS: Discuss why a chain-of-command is important to an organization.

TEST ITEM 013-02.1-03

INSTRUCTIONS TO STUDENTS: List the five purposes of a chain-of-command (organization) chart.

1.

2.

3.

4.

5.

COMPETENCY 013: Interpret the influence that policies, chain-of-command, and grievance procedures have on the employee.

OBJECTIVE 013-02.2: The student will show an awareness of how chain-of-command operates.

TEST ITEM 013-02.2-01

INSTRUCTIONS TO STUDENTS: Using the list of identified job positions under Column B rearrange them in Column A in their proper position in the chain-of-command.

Column A	Column B
1.	1. Store Manager
2.	2. Company President
3.	3. Shift Supervisor
4.	4. Counter Person/Cashier
5.	5. District Supervisor
6.	6. Assistant Store Manager
7.	7. Regional Director

TEST ITEM 013-02.2-02

INSTRUCTIONS TO STUDENTS: Read the following case study and complete the exercise at the end.

Case Study

Paul James has just been employed by a large company as a secretary. This company has a policy that all newly hired secretaries perform their duties in a "Secretarial Pool" for their first six months then are assigned to a permanent position. While in the secretarial pool Paul will be performing duties for three separate departments of the company. Paul may have contact with several employees and department heads while performing duties in the pool. Paul reports to Ms. Blue, the pool supervisor. In the Accounting Department he would have contact with Mrs. Brown, a secretary, Ms. Green, the department executive secretary and Mr. Jones, the department head. In the Sales Department he would have contact with Ms. Smith, a secretary, Ms. White, the department executive secretary and Mr. James, the department head. In the Shipping Department he would have contact with Ms. Smith, a secretary, Mr. White, the executive secretary and Mr. Black, the department head. The President of the company is Mr. Sylvester.

Paul has just completed two assignments and must deliver his completed work to the originators. In Column A indicate the chain-of-command Paul must follow to deliver his completed work to the Head of the Sales Department. In Column B indicate the chain-of-command Paul must follow to deliver his completed work to the Head of the Shipping Department who sends Paul to the Accounting Department.

NOTE: Students may show the chain-of-command by position and not name. In addition students may list names or positions in reverse order.

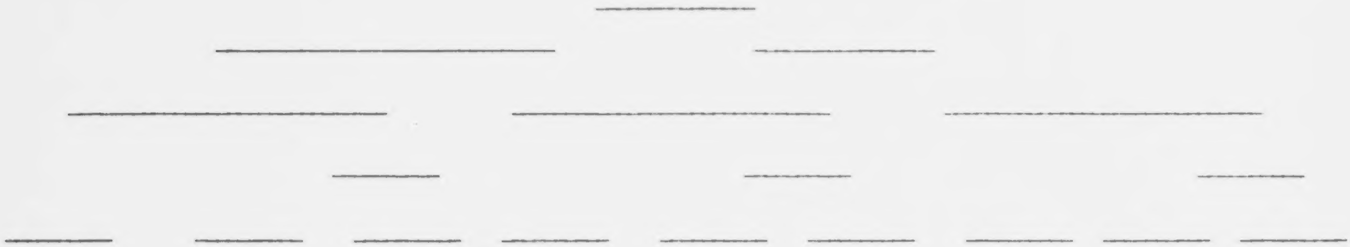
Column A	Column B

COMPETENCY 013: Interpret the influence that policies, chain-of-command, and grievance procedures have on the employee.

OBJECTIVE 013-02.2: The student will show an awareness of how chain-of-command operates.

TEST ITEM 013-02.2-03

INSTRUCTIONS TO STUDENTS: Every employee has someone he/she reports to or takes instructions (orders) from. This is referred to as the chain-of-command or the line of authority. Pretend you are the regional sales manager for Region "A" which comprises three states. Each state has a sales manager and three salespersons. The regional and state sales mamagers each have a secretary. The regional sales manager has an assistant. On the diagram place these persons in their proper position in the chain-of-command. Draw a solid line connecting each person thereby indicating the proper chain-of-command.



COMPETENCY 013: Interpret the influence that policies, chain-of-command, and grievance procedures have on the employee.

OBJECTIVE 013-03: The student will analyze varied forms of grievance policies and procedures and their effects on employers and employees.

TEST ITEM 013-03-01

INSTRUCTIONS TO STUDENTS: Define and explain the purpose of grievance procedures.

1. Definition:

2. Purpose:

TEST ITEM 013-03-02

INSTRUCTIONS TO STUDENTS: Name the two basic types of grievance procedures and give a brief explanation of each.

1.

2.

TEST ITEM 013-03-03

INSTRUCTIONS TO STUDENTS: Formal grievance procedures are specific steps you can take to solve a work related problem. They are written to protect both the company and the employee. Listed below are steps an employee or employer may take to solve a grievance. Indicate by a check mark (✓) which are procedures and/or valid grounds for filing a grievance.

_____1. Provides the company and the employee with a series of steps to follow to resolve a grievance.

_____2. Insures that employees receive a fair hearing.

_____3. Designed to favor the employer.

_____4. Insures that employees are not punished on the basis of being suspected of an offense.

_____5. Can lead to the firing or other punishment of an employee when such action is warranted by evidence.

_____6. Employees are not informed of the reason or reasons for being fired or having other disciplinary action taken against them.

_____7. Insures that employees are given the opportunity to present their side of the case, or make corrections to previous evidence.

_____8. Makes provision for an employee to appeal a decision of the grievance committee.

_____9. Courts are not involved in appeals of an employee or employer.

____10. A grievance process is usually initiated by the employer.

COMPETENCY 013: Interpret the influence that policies, chain-of-command, and grievance procedures have on the employee.

OBJECTIVE 013-03: The student will analyze varied forms of grievance policies and procedures and their effects on employers and employees.

TEST ITEM 013-03-04

INSTRUCTION TO STUDENTS: The actions that a grievance committee can impose on the employee and/or employer are numerous. Under Column A are listed penalties that may be imposed by the grievance committee. Match the words in Column A with the correct definition in Column B.

Column A

_____1. Dismissal

_____2. Verbal warning

_____3. Written warning

_____4. Suspension with pay

_____5. Suspension without pay

_____6. Acquittal

Column B

a. Written instrument warning you of your conduct or actions and what may result if you do not take corrective action.
b. Your employment with the company is terminated.
c. You are sent home for a period of one to five days with pay.
d. You are returned to your regular duties with no further action to be taken against you.
e. A member of management calls you in and talks to you about your conduct and indicates you should improve in certain areas.
f. You appeal the decision of the grievance committee.
g. You are sent home for a specified number of days and forfeit your pay for the days.

COMPETENCY 014: Analyze the influence of employee and employer rights.

OBJECTIVE 014-01: The student will examine content and intent of laws that pertain to employee-employer rights.

TEST ITEM 014-01-01

INSTRUCTIONS TO STUDENTS: The rights of the employer and of the employee are protected by certain major laws enacted by the Congress of the United States. Under Column B are listed several of the major labor laws. Column A contains protections granted by the major labor laws. Match the labor law of Column B with the protection granted under Column A.

Column A

_____1. Protects your rights to organize unions.

_____2. Amended the National Labor Relations Act of 1935.

_____3. Protects your right to strike.

_____4. Is enforced by the Equal Employment Opportunity Commission.

_____5. Protects the individual worker from the power of the union.

_____6. A union may not lend a union officer or employee more than $2,000.

_____7. Gave the government the power to impose an 80-day "cooling-off" period.

_____8. Amended the labor relation laws to tighten control over unions.

_____9. Prohibits the practice of paying women less money than men for doing the same work.

____10. The federal law that protects your rights to equal career opportunities.

____11. Prohibited unions from raising union dues without a vote of the members.

Column B

a. National Labor Relations Act of 1935 (NLRA) (Wagner Act)
b. Title VII of the Civil Rights Act of 1964
c. Labor-Management Relations Act of 1947 (Taft-Hartley Labor Act)
d. Labor Reform Act of 1959 (Landrum-Griffin Act)
e. Equal Pay Act of 1963

TEST ITEM 014-01-02

INSTRUCTIONS TO STUDENTS: In Column A below are listed some concerns of employer-employee rights. Select from Column B the major law that deals with each concern and enter its letter in the space provided.

Column A

_____1. Race

_____2. Health

_____3. Wages

_____4. Overtime pay

_____5. Color

_____6. General well being

_____7. National origin

_____8. Discrimination

_____9. Hours

____10. Safety

____11. Sex

____12. Handicapped

____13. Child labor

____14. Veterans

____15. Age

Column B

a. Fair Labor Standards Act of 1938
b. Civil Rights Act of 1964
c. Occupational Safety and Health Act

COMPETENCY 014: Analyze the influence of employee and employer rights.

OBJECTIVE 014-01: The student will examine content and intent of laws that pertain to employee-employer rights.

TEST ITEM 014-01-03

INSTRUCTIONS TO STUDENTS: Young people under the age of 16 can work, but only under certain conditions. The hours they may work and the wages they receive are matters of law. Occupations considered highly dangerous are closely regulated, and people under 18 are not allowed to work in them. The Fair Labor Standards Act of 1938 as amended establishes guidelines for young people ages 13 to 18. Listed below are types of employment that may or may not be covered by this act. In the space provided place a "C" for covered by the act or an "NC" for not covered by the act.

_____1. The company is involved in interstate or foreign commerce.

_____2. The business grosses less than $250,000 a year.

_____3. Certain seasonal amusement employees.

_____4. Office and clerical work.

_____5. Bagging and carrying out customer's orders.

_____6. Fish farmers.

_____7. Recreational establishments.

_____8. If a job is considered hazardous, all employees in that occupation must be 18 years old or older.

_____9. A hazardous occupation is one that the government considers dangerous.

____10. Occupations that involve the manufacture of brick tile and such products.

____11. Regardless of age, each employee must be paid a minimum wage in companies covered by the act.

____12. Certain farm workers.

TEST ITEM 014-01-04

INSTRUCTIONS TO STUDENTS: Not all companies/establishments or employees are covered by the requirements of overtime pay by the Fair Labor Standards Act of 1938. Listed below are some types of companies/establishments and/or employee positions. In the space provided place an "R" if overtime pay is required by the act or an "NR" if not required.

_____1. Hotels and motels

_____2. Salesperson

_____3. Construction worker

_____4. A worker works less than 40 hours a week.

_____5. Air carriers

_____6. Mechanics

_____7. Taxi cab drivers

_____8. Assembly line worker

_____9. Pipeline workers

____10. Restaurants

____11. Machinist on an hourly wage rate

____12. Self employed person

____13. Commission employees

____14. A worker works 50 hours per week.

____15. Retail food and beverage services

COMPETENCY 014: Analyze the influence of employee and employer rights.

OBJECTIVE 014-02: The student will show an awareness of nondiscriminatory policies on employment.

TEST ITEM 014-02-01

INSTRUCTIONS TO STUDENTS: Column A contains statements of content and intent of major labor laws. From Column B select the letter of the major law that applies and enter in the space provided.

Column A

_____1. Employers may not discriminate between employees on the basis of sex in paying wages for work under the same conditions.

_____2. This labor law establishes the minimum wage for most types of employment.

_____3. Certain types of business, manufacturing and service concerns are required to abide by defined standards in providing for the health, safety, and general well being of their employees.

Column B

a. Fair Labor Standards Act of 1938
b. Civil Rights Act of 1964
c. Occupational Safety and Health Act (OSHA)

TEST ITEM 014-02-02

INSTRUCTIONS TO STUDENTS: Write a statement of what Equal Employment Opportunity means.

TEST ITEM 014-02-03

INSTRUCTIONS TO STUDENTS: Certain legislative actions and executive orders pertaining to Equal Employment Opportunities were issued for the protection of employees and employers. Column B contains the title of certain legislative actions and executive orders. Column A contains a listing of the protection provided by these acts. Match the titles in Column B with the protections of Column A and place your answer in the space provided.

Column A

_____1. Establishes a minimum wage standard.

_____2. Equal pay for men and women.

_____3. Protects employees between the ages of 40 and 65.

_____4. Provides for equal career opportunities.

_____5. Provides for overtime pay.

_____6. Amends the Fair Labor Standards Act of 1938.

_____7. Enforced by the Equal Employment Opportunity Commission (EEOC).

_____8. Establishes child labor standards.

_____9. Bans discrimination in employment on the grounds of color or sex.

Column B

a. Civil Rights Act of 1964
b. Equal Employment Opportunity Act of 1972
c. Fair Labor Standards Act of 1938
d. Equal Pay Act of 1963
e. Age Discrimination in Employment Act of 1967

NOTE TO TEACHER: There are other legislative acts that deal with equal employment opportunities. Listed below are some of the major acts you may wish to present to your students.

1. Title VII of the Civil Rights Act of 1964.
2. Equal Employment Opportunity Act of 1972.
3. Executive Order 11246 (as amended by Executive Order 11375).
4. Office of Federal Contract Compliance Orders 4 and 14.
5. Title VI of the Civil Rights Act of 1964.
6. National Labor Relations Act and Related Laws.
7. Title IX Education Admendments Act of 1972.
8. Civil Rights Act of 1866 and 1970.
9. Equal Protection Clause of the 14th Amendment.

COMPETENCY 014: Analyze the influence of employee and employer rights.

OBJECTIVE 014-02: The student will show an awareness of nondiscriminatory policies on employment.

TEST ITEM 014-02-04

INSTRUCTIONS TO STUDENTS: Complete the following sentences by filling in the appropriate word or words from the list provided.

Word List

may not
age
discrimination
equal opportunity employer
bias
sex
courts

may
age discrimination
affirmative action
grievance
physical condition
toys manager

1. ______________________________ is a comprehensive program to aid companies set goals for hiring the minority and disadvantaged.

2. When an employer makes a real effort to hire persons without regard to race, color, sex, or handicapping condition he is known as an ____________________________________.

3. When men are paid more than women for the same job it is known as ________________________________.

4. When a worker feels he has been wronged or is having difficulties with other employees or the employer he may file a __________________________.

5. Discrimination we define as that which is against the law, while _____________ is the unconscious underlying network of assumptions that says men and women are and should be different.

6. ______________________________ means discriminating against an employee forty years old or older.

7. A person over forty years old and not in good physical condition may be refused employment due to his ___________________________.

8. A person ________________ be discriminated against because of his national origin.

9. Alice applies for a job as a truck driver and is refused employment because it is a non-traditional occupation for her. She may file a ____________________________ on the basis of __________ discrimination.

10. The last appeal an employee or employer has on a grievance complaint is to appeal to the ______________.

COMPETENCY 015: Compare the roles and effects of unions and professional organizations on employment.

OBJECTIVE 015-01: The student will describe the influence of unions on the employer and the employee.

TEST ITEM 015-01-01

INSTRUCTIONS TO STUDENTS: Write the definition of a trade union.

TEST ITEM 015-01-02

INSTRUCTIONS TO STUDENTS: List three major reasons workers join unions and trade organizations.

1.

2.

3.

TEST ITEM 015-01-03

INSTRUCTIONS TO STUDENTS: Complete the following sentences by filling in the appropriate word or words from the word list provided.

WORD LIST

lockout
union shop
local
strike insurance
arbitration
collective bargaining
agency shop
The National Labor Relations Act of 1935
lobbying
right-to-work
strike
closed shop

1. The ________________ is the basic unit of union organigation.
2. The process of employer-union negotiation of the terms and conditions of employment is called ____________________________.
3. An agreement between union and management that compels a worker to join the union as a condition of employment is called a ____________________________.
4. An agreement between union and management that requires workers to pay union dues if they work under a union-negotiated contract, though they need not join the union, is called an ____________________.
5. An agreement between union and management that compels a worker to join the union after a probationary period is called a ________________________.
6. Laws passed in nineteen states that prohibit closed shops and union shops are called ____________________ laws.
7. Labor's major weapon against management is the ______________________.
8. Management's major weapons against labor are _________________________, _________________________, and _______________________.

COMPETENCY 015: Compare the roles and effects of unions and professional organizations on employment.

OBJECTIVE 015-02: The student will discuss the role of professional and trade organizations.

TEST ITEM 015-02-01

INSTRUCTIONS TO STUDENTS: Indicate whether the following statements are correct (C) or incorrect (I) and on the back of the answer sheet make each incorrect statement correct.

_____1. The current relationship between labor and management is one of conflict.

_____2. The Wagner Act makes it unlawful for an employer to interfere with the rights of employees to form, join, or assist labor organizations.

_____3. One of the major points of negotiation between unions and management is job security.

_____4. Locals usually bargain or strike on their own without support from the national union.

_____5. When a worker belongs to a union, management cannot fire that worker for any reason.

_____6. Management has the right to fill the positions of striking workers with other workers.

TEST ITEM 015-02-02

INSTRUCTIONS TO STUDENTS: Complete the following statements by filling in the appropriate word or words.

1. The system for resolving problems involving the rights or duties of individual employees is called ______________________________.

2. Two of the most important gains unions have obtained for workers are ________________________ and ______________________________.

3. Both management and labor support ________________________ which attempts to influence the passage of legislation in their favor.

4. Although unions seldom resort to such tactics today ___________________ has unfortunately been common in the history of labor-management relations.

5. Management argues that unions undermine ____________________ to the company and contribute to ________________ through ____________________________.

TEST ITEM 015-02-03

INSTRUCTIONS TO STUDENTS: Write the answer to the following questions.

1. What factors have contributed to the recent mutual respect between labor and management?

2. Should workers be more loyal to a union, or more loyal to their employer?

COMPETENCY 016: Examine the use of safety measures that may be followed by employers.

OBJECTIVE 016-01: The student will analyze the types and purpose of safety measures used by some employers.

TEST ITEM 016-01-01

INSTRUCTIONS TO TEACHER: Provide for students a copy of the "Workers Responsibility Checklist" for reference purposes. In addition provide for students a copy of "Job Safety and Health Protection", OSHA form 2203 published by the U.S. Department of Labor and "Public Employee, Safety and Health Protection on the Job" published by the North Carolina Department of Labor. (Copies are attached as enclosures to this sub-competency.)

INSTRUCTIONS TO STUDENTS: The major law dealing with worker safety is the Occupational Safety and Health Act of 1970 (OSHA). This requires your employer to maintain certain standards of working conditions. To show understanding of your responsibility as a worker, as seen by OSHA, list five responsibilities from the "Workers Responsibility Checklist" presented to you in class.

1.

2.

3.

4.

5.

TEST ITEM 016-01-02

INSTRUCTIONS TO STUDENTS: Five common industrial poisons are listed in Column A. After each poison enter the letter or letters of the safety measure that applies from Column B.

Column A

1. Asbestos - ______________________________
2. Lead - ______________________________
3. Cotton dust - ______________________________
4. Silica - ______________________________
5. Carbon monoxide - ______________________________

Column B

a. Good ventilation
b. Filtration mask
c. Work area wet and cleaned by vacuum daily
d. Personal hygiene
e. Protective clothing
f. No food or beverages in work area
g. Enclosed machinery
h. Treated raw materials
i. Area kept clean and wetted down
j. Operations separated from other operations
k. Detection system

TEST ITEM 016-01-03

INSTRUCTIONS TO STUDENTS: From the list below select the seven work facilities and conveniences all employers must provide their employees. Place a check mark (✓) by your answers in the spaces provided.

_____1. Drinking water

_____2. Rest area

_____3. Toilet facilities

_____4. Hot water and soap

_____5. Storage area

_____6. Clean work area

_____7. Protection from the elements (rain, snow, sun, etc.)

_____8. Protective shoes

_____9. Adequate exits

____10. Sanitary lunch facility when provided

____11. Protection from noise

WORKERS RESPONSIBILITY CHECKLIST

To help you fulfill your responsibilities as seen by OSHA, here is a handy checklist:

- Read the OSHA posters at your jobsite.
- Know and follow OSHA standards that apply to your work.
- Follow all your employer's safety and health standards and rules.
- Wear or use prescribed protective equipment for your work.
- Report all dangerous conditions at work to your supervisor.
- Report any job-related injuries or illnesses to your supervisor, and seek treatment right away.
- Cooperate with OSHA officials when they conduct inspections.
- Use your rights under the law responsibly.

job safety and health protection

The Occupational Safety and Health Act of 1970 provides job safety and health protection for workers through the promotion of safe and healthful working conditions throughout the Nation. Requirements of the Act include the following:

Employers: **Each employer shall furnish to each of his employees employment and a place of employment free from recognized hazards that are causing or are likely to cause death or serious harm to his employees; and shall comply with occupational safety and health standards issued under the Act.**

Employees: **Each employee shall comply with all occupational safety and health standards, rules, regulations and orders issued under the Act that apply to his own actions and conduct on the job.**

The Occupational Safety and Health Administration (OSHA) of the Department of Labor has the primary responsibility for administering the Act. OSHA issues occupational safety and health standards, and its Compliance Safety and Health Officers conduct jobsite inspections to ensure compliance with the Act.

Inspection: The Act requires that a representative of the employer and a representative authorized by the employees be given an opportunity to accompany the OSHA inspector for the purpose of aiding the inspection.

Where there is no authorized employee representative, the OSHA Compliance Officer must consult with a reasonable number of employees concerning safety and health conditions in the workplace.

Complaint: Employees or their representatives have the right to file a complaint with the nearest OSHA office requesting an inspection if they believe unsafe or unhealthful conditions exist in their workplace. OSHA will withhold, on request, names of employees complaining.

The Act provides that employees may not be discharged or discriminated against in any way for filing safety and health complaints or otherwise exercising their rights under the Act.

An employee who believes he has been discriminated against may file a complaint with the nearest OSHA office within 30 days of the alleged discrimination.

Citation: If upon inspection OSHA believes an employer has violated the Act, a citation alleging such violations will be issued to the employer. Each citation will specify a time period within which the alleged violation must be corrected.

The OSHA citation must be prominently displayed at or near the place of alleged violation for three days, or until it is corrected, whichever is later, to warn employees of dangers that may exist there.

Proposed Penalty: The Act provides for mandatory penalties against employers of up to $1,000 for each serious violation and for optional penalties of up to $1,000 for each nonserious violation. Penalties of up to $1,000 per day may be proposed for failure to correct violations within the proposed time period. Also, any employer who willfully or repeatedly violates the Act may be assessed penalties of up to $10,000 for each such violation.

Criminal penalties are also provided for in the Act. Any willful violation resulting in death of an employee, upon conviction, is punishable by a fine of not more than $10,000 or by imprisonment for not more that six months, or by both. Conviction of an employer after a first conviction doubles these maximum penalties.

Voluntary Activity: While providing penalties for violations, the Act also encourages efforts by labor and management, before an OSHA inspection, to reduce injuries and illnesses arising out of employment.

The Department of Labor encourages employers and employees to reduce workplace hazards voluntarily and to develop and improve safety and health programs in all workplaces and industries.

Such cooperative action would initially focus on the identification and elimination of hazards that could cause death, injury, or illness to employees and supervisors. There are many public and private organizations that can provide information and assistance in this effort, if requested.

More Information: **Additional information and copies of the Act, specific OSHA safety and health standards, and other applicable regulations may be obtained from your employer or from the nearest OSHA Regional Office in the following locations:**

Atlanta, Georgia
Boston, Massachusetts
Chicago, Illinois
Dallas, Texas
Denver, Colorado
Kansas City, Missouri
New York, New York
Philadelphia, Pennsylvania
San Francisco, California
Seattle, Washington

Telephone numbers for these offices, and additional Area Office locations, are listed in the telephone directory under the United States Department of Labor in the United States Government listing.

Washington, D.C.
1981
OSHA 2203

Raymond J. Donovan

Raymond J. Donovan
Secretary of Labor

U. S. Department of Labor
Occupational Safety and Health Administration

GPO 888-395

PUBLIC EMPLOYEE

SAFETY AND HEALTH PROTECTION ON THE JOB

The Occupational Safety and Health Act of North Carolina provides safety and health protection for employees of state and local government agencies (public employers). Enacted by the 1973 General Assembly, the purpose of this State law is to assure safe and healthful working conditions throughout the State.

The North Carolina Department of Labor has primary responsibility for administering the Act. The Department issues job safety and health standards, and employers and employees are required to comply with these standards.

BY LAW: SAFETY ON THE JOB IS EVERYBODY'S RESPONSIBILITY!

EMPLOYERS:

The law requires that each employer furnish his employees a place of employment free from recognized hazards that might cause serious injury or death; and the Act further requires that employers comply with the specific safety and health standards issued by the Department of Labor.

EMPLOYEES:

The law also requires that each employee comply with safety and health standards, rules, regulations, and orders issued under the Act and applicable to his conduct.

COMPLIANCE WITH SAFETY AND HEALTH REQUIREMENTS

To ensure compliance with safety and health requirements, state and local government agency (public agency) administrators are responsible for designating appropriate personnel to conduct periodic inspections of their facilities and operations. They are further responsible for initiating remedial action to eliminate conditions determined hazardous to the safety and health of their employees. The Commissioner of Labor is charged by law to monitor these public agency programs to ensure their effectiveness in providing safe and healthful working environments. Employees or their representatives have the right to notify the Department of Labor and request an inspection if they believe that unsafe and/or unhealthful conditions exist at their workplace. Names of employees who file complaints will be withheld upon request.

If it should become necessary for an inspection to be conducted by the Occupational Safety and Health Division of the Department of Labor and the Department believes that the Act has been violated, a citation alleging such may, at the discretion of the Commissioner, be issued to the agency. Citations of violations issued by the Occupational Safety and Health Division, Department of Labor, must be prominently displayed at or near the place of violation. The North Carolina Department of Labor will make investigations of catastrophes, fatalities, and complaints as required. The law requires that an authorized representative of employees be given an opportunity to accompany the inspector. Where there is no authorized employee representative, the inspector must consult with a reasonable number of employees concerning safety and health conditions in the workplace.

The State Act provides that employees may not be discharged or discriminated against in any way for filing safety and health complaints or otherwise exercising their rights under the Act. The Commissioner of Labor must be notified within 30 days after such discriminatory act occurs.

Under a plan approved January 26, 1973, by the U.S. Department of Labor, Occupational Safety and Health Administration, the North Carolina Department of Labor is providing safety and health protection for employees throughout the State. Any person may make a complaint regarding the state administration of this plan directly to the Regional Office of OSHA, 1375 Peachtree Street, N.E., Atlanta, Georgia 30309.

For assistance and information, including copies of the Act and of specific safety and health standards, contact the employer or the North Carolina Department of Labor, 4 West Edenton Street, Raleigh, North Carolina 27601.

John C. Brooks

COMMISSSIONER OF LABOR

5/80

COMPETENCY 016: Examine the use of safety measures that may be followed by employers.

OBJECTIVE 016-02: The student will examine the rights and responsibilities of workers where safety measures are suggested.

TEST ITEM 016-02-01

INSTRUCTIONS TO STUDENTS: Enter "C" for correct and "I" for incorrect in the space provided for each statement listed below pertaining to rights and responsibilities of employee safety measures. For your incorrect statements write the statement correctly on the back of your answer sheet.

_____1. You have the final responsibility for avoiding accidents and ill health.

_____2. Supervisors are responsible for finding and reporting all safety violations.

_____3. It is the responsibility of each individual to know and comply with all safety and health laws,rules and regulations.

_____4. It you do not wear required safety items such as protective glasses, hard hats, safety shoes, etc., and you are injured, the company is at fault.

_____5. When you have reported a hazardous condition and your supervisor has done nothing to correct it, you may personally request OSHA to send an inspector to investigate.

_____6. An employee who believes he or she has been discriminated against, for reporting a safety violation, may file a complaint with the nearest OSHA office within 30 days of the alleged discrimination.

_____7. A request for an inspection can be verbal, must be specific and must identify the hazard.

_____8. The Regional OSHA Office that serves North Carolina is located in OSHA Region III, Philadelphia, Pennsylvania.

TEST ITEM 016-02-02

INSTRUCTIONS TO STUDENTS: When the same person consistantly has accidents he/she is referred to as being accident-prone. Are some people really accident-prone? Research studies at first concluded that this was so. When researchers, however, began studying workers with high accident rates, they couldn't identify specific characteristics they all agreed were common. If accident-proneness doesn't cause accidents, then what does? Safety engineers have identified five major problem areas. These areas are listed below. In the space provided for each situation listed below, state worker rights and responsibilities and list safety measures one should take.

1. Inadequate knowledge

2. Unsafe behavior

3. Insufficient skill

4. Improper habits and attitudes

5. Environmental hazards

COMPETENCY 016 : Examine the use of safety measures that may be followed by employers.

OBJECTIVE 016-02: The student will examine the rights and responsibilities of workers where safety measures are suggested.

TEST ITEM 016-02-03

INSTRUCTIONS TO STUDENTS: Column "A" is a listing of items that pertain to safety measures, rights and responsibilities of employer and employee, or safety hazards. Column "B" contains statements or conditions pertaining to safety measures. Match the statement in Column "B" to the correct word or phrase in Column "A" and place your answer in the space provided.

Column A

_____1. Filing a complaint
_____2. Ventilating system
_____3. Target industries
_____4. Lunchroom
_____5. Lighting
_____6. OSHA
_____7. Occupational illness
_____8. Poisonous
_____9. Hard hat
____10. Asbestos
____11. Occupational injury

Column B

a. Williams-Steizer Occupational Safety and Health Act of 1970.
b. Are those identified as having high injury frequency rates.
c. Another name for a toxic substance.
d. A toxic substance.
e. Keeps odors from building up.
f. Your company does not have to provide this facility.
g. Must be worn by construction worker.
h. When you work in an office your employer must furnish this convenience.
i. It is your duty as an employer.
j. Must be in writing, must be specific and you must identify the hazard and tell how it affects you.
k. Any abnormal condition or disorder other than one resulting from an occupational injury, caused by exposure to environmental factors associated with one's employment.
l. Any injury such as a cut, fracture, sprain, etc. which results from a work accident or from exposure in the work environment.
m. Any one time treatment of minor scratches, cuts, etc.
n. Includes treatment administered by a physician.

COMPETENCY 017: Analyze occupational pre-employment skills and attitudes in terms of job success.

OBJECTIVE 017-01.1: The student will analyze communication skills in terms of job success.

TEST ITEM 017-01.1-01

INSTRUCTIONS TO TEACHER: Have students count off beginning with "1". Pair off students by placing lowest and highest numbers together and continue until all students are paired (Example: 1 and 20, 2 and 19, 3 and 18, etc.) If there is an extra student assign two recorders to one student. For each pair designate one student as recorder and one student as narrator. Seat students back to back.

INSTRUCTIONS TO STUDENTS: Role play. This exercise is designed to analyze your communication skills in terms of job success.

Narrator: Describe to the recorder, yourself, your skills, your abilities, and any other information that will "sell" you to a potential employer.

Recorder: Record only the exact information given you by the narrator. Enter on the top of your paper the name of the recorder and name of narrator.

INSTRUCTIONS TO TEACHER: When students have been recorded have the "record" turned in to you. Once recording has been completed no changes can be made. After all have been recorded randomly select a record and have the recorder present the information to the class. Class then votes by show of hands whether that person is acceptable or unacceptable. Unacceptable students are given an opportunity to make statements in their behalf after which another vote is taken. Repeat until all records have been processed. Then have students reverse rolls and repeat.

Teacher rating or grade scale: Yes/No
1. Did the student cooperate?
2. Did the student do their fair share?
3. Did the student speak correctly and distinctly?

TEST ITEM 017-01.1-02

INSTRUCTIONS TO STUDENTS: All employees have to speak to other people at work. Employees who lack basic speaking skills may have difficulty performing their jobs. The lack of basic speaking skills can create numerous problems for an employer. Every speaking adult has a vocabulary. However, not all people have developed the skills necessary to use their vocabulary effectively. To become a more effective speaker an employee should follow ten specific guidelines. In the space provided list these guidelines.

TEST ITEM 017-01.1-03

INSTRUCTIONS TO STUDENTS: You are always sending and receiving messages even when you are not speaking. Sometimes you do this consciously and sometimes unconsciously. Knowingly or unknowingly, you are always sending and receiving messages when other people are around. Listed below are several terms that pertain to message sending and/or receiving. In the space provided, explain what each term means in terms of job success.

1. Consciously -

2. Unconsciously -

3. False message -

4. Verbal communications -

5. Nonverbal communications -

6. More than one message sent -

7. Garbled message -

8. Abstractions -

9. Generalizations -

COMPETENCY 017: Analyze occupational pre-employment skills and attitudes in terms of job success.

OBJECTIVE 017-01.2-01: The student will practice improving needed communication skills.

TEST ITEM 017-01.2-01

INSTRUCTIONS TO TEACHER: Seat students back to back and let one student describe the model and the other student draw it. Use model number #1 for one student and model number #2 for the other student (Models #1 and #2 are on the following page.) Have students compare results of drawing with model then discuss difficulty encountered.

INSTRUCTIONS TO STUDENTS: To be successful in the work force you must be able to communicate well with other people and be able to follow instructions. In this exercise you will practice improving communication skills. One student will describe the model given and the other student will draw it.

TEST ITEM 017-01.2-02

INSTRUCTIONS TO STUDENTS: There are many occupations in which employees are required to have basic writing skills. When faced with the task of writing a report or instructions there are several guidelines you should follow. These are: (1) write down your thoughts; (2) use partial sentences when writing thoughts; (3) organize your thoughts in the order you will write about them; (4) use language that can be understood by your readers (put yourself in their place); (5) use complete sentences in final draft; (6) summarize main ideas; (7) check for punctuation, spelling and correct grammar; and (8) proofread final copy. The following phrases are thoughts or ideas for a report. Arrange them in proper order (organize), then prepare your written report.

1. Discontinue items with low turnover rate.
2. Increase sales on remaining items.
3. Add new items for discontinued items.
4. Expand sales area (floor space).
5. Reduce employees, ineffective ones.
6. Hire qualified replacement personnel if needed.
7. Advertise more, increase budget.

TEST ITEM 017-01.2-03

INSTRUCTIONS TO STUDENTS: There are basic writing skills that each of us have been taught throughout our school years. Some of us have mastered these skills and some may have thought they were not very important and mastered these skills only to get by. There are certain terms we should understand the proper meaning of when we communicate, either verbally or in writing. Listed below are several terms you should know the meaning of as they pertain to communication. For each word, in a sentence or two, explain what each means to you.

1. Communication -

2. Punctuation -

3. Grammar -

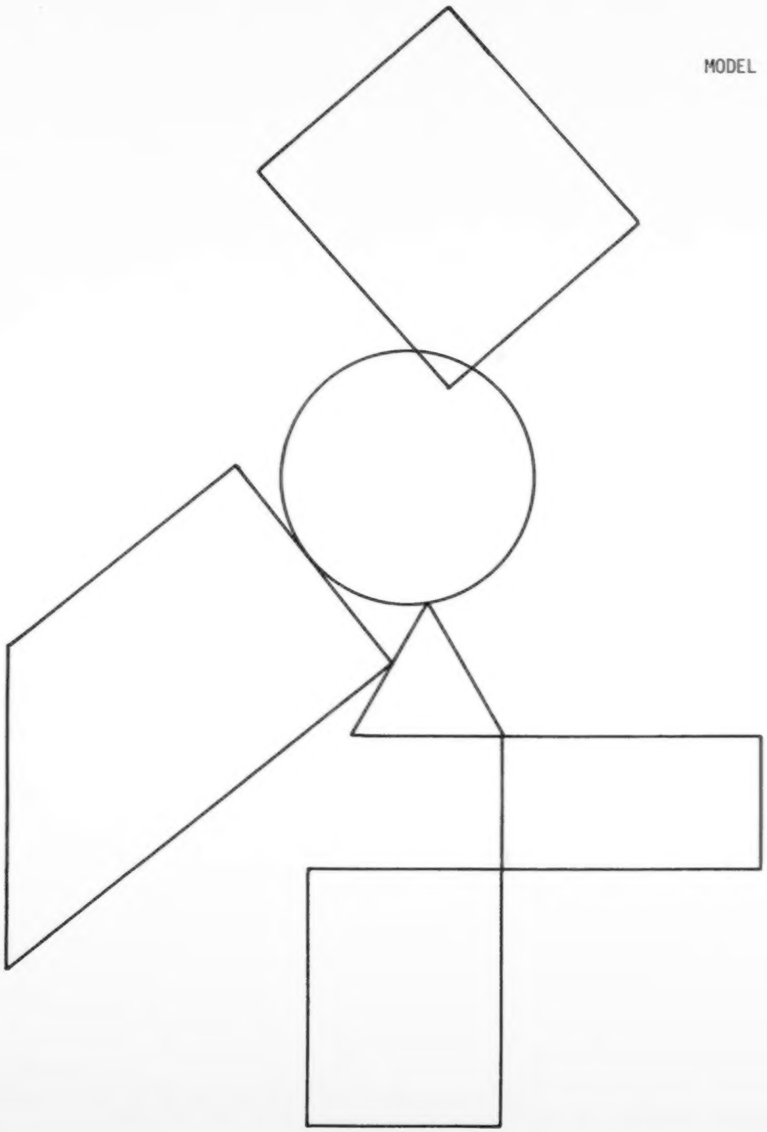
4. Spelling -

5. Summarize -

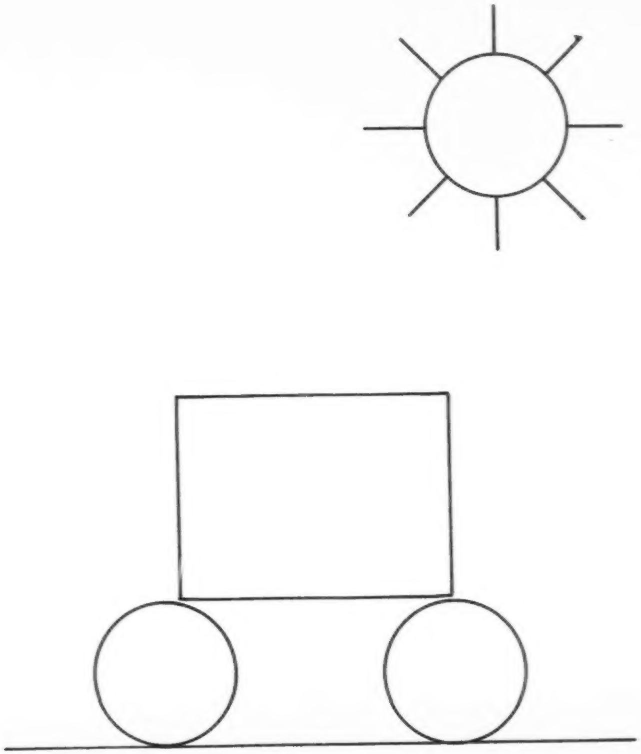
6. Generalizing -

7. Logical fallacy -

MODEL #1



MODEL #2



COMPETENCY 017: Analyze occupational pre-employment skills and attitudes in terms of job success.

OBJECTIVE 017-02: The student will examine personal values and work ethics in terms of job success.

TEST ITEM 017-02-01

INSTRUCTIONS TO STUDENTS: Our values are those things that we think are important. Your values are shown to others through your personality traits. There are 20 of these traits that are generally considered important to employers. List ten of these traits.

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

TEST ITEM 017-02-02

INSTRUCTIONS TO STUDENTS: From the list of values you gave in Test Item 017-02-01 select 5 and explain why they are important in terms of job success.

1.

2.

3.

4.

5.

TEST ITEM 017-02-03

INSTRUCTIONS TO STUDENTS: Work ethics are important for job success. Write a one sentence statement that explains what is meant by the term "work ethics".

COMPETENCY 017: Analyze occupational pre-employment skills and attitudes in terms of job success.

OBJECTIVE 017-02: The student will examine personal values and work ethics in terms of job success.

TEST ITEM 017-02-04

INSTRUCTIONS TO TEACHER: Furnish each student a copy of the case study which follows. These should be collected for re-use by other classes.

Case Study

Mary's alarm clock went off at six-thirty. She shut it off with a groan but immediately got out of bed and prepared to go to work. Mary is a secretary, performing general office duties, in the sales office of a large department store. Her working hours are 8:30 a.m. to 5:30 p.m., Monday thru Friday, with one hour for lunch.

Mary reports for work at 8:15 a.m., clocks in, stores her personal belongings and is at her desk at 8:25 a.m. ready to begin the work day. Shortly after the work day started a co-worker asked Mary to help her complete a rush project which had to be completed by noon. Mary replied, "of course I will." The project is completed before the deadline and Mary returns to her own work station to complete her filing of documents. Mr. Smith, Mary's immediate supervisor calls her to his office and begins to lecture her on her actions that morning. Mr. Smith said, "Mary you did wrong by helping June, you had your own work to complete. And in addition you nor June asked for permission to work together. In the future ask for permission to do this unless you have completed your own work." Mary left Mr. Smith's office and returned to her own desk just as cheerful as if she had just arrived for work.

During lunch June asked Mary why she was called in to Mr. Smith's office. Mary explained to June what transpired with Mr. Smith. June said, "Mr. Smith is a creep, this department store does not treat its employees fairly. I dislike this place and have already started looking for another job." Mary replied, "You are wrong, Mr. Smith is fair and this is a very good company to work for, I like it here." Mary looked at the clock and discovered she had ten minutes remaining on her lunch hour. Mary told June she was returning to the office and June replied, "You go ahead I am not ready to go."

By four o'clock Mary has completed all her assignments for the day and decided she could not just sit for an hour and a half doing nothing. She asks several others if they need help and Barbara said "I can use some, I am behind." So Mary helps Barbara complete her work and at 5:25 p.m. cleans her work station and leaves work at 5:45 p.m.

The next morning Mary reports for work as usual and Mr. Smith called her into his office. Mary thinks, what have I done now, while walking toward his office. Mr. Smith introduces Mary to Mrs. Green, a representative of the Ace Company. After everyone is seated Mr. Smith says, "Mary, you have been employed here for seven months and have showed steady improvement in your work. You are liked by most of the other employees and I am sure you like them." Mary replies, "Thank you I do try to get along with my co-workers." Mr. Smith continues, "Mary can you, or do you think you can accept more responsibility? Can you produce results while working under pressure?" Mary does not know what Mr. Smith is leading up to but she replies, "I think I can and would be willing to try."

"Mary, we are putting in a new centralized filing system and Mrs. Green is here to explain the system and instruct the selectee for this section. It will mean extra working hours and learning the system. After careful consideration we have decided you are the person for this job, will you accept it?" Mary is shocked and thoughts go through her head of why she should not accept. Thoughts such as, I still don't know the routine for the entire office, I am next to the junior employee, what will my co-workers think of me and since it is a chance for advancement, what would happen if I declined?

After a few minutes Mary replies, "Mr. Smith I am honored by your proposal and will be delighted to accept the position. My only uncertainity is, can Mrs. Green put up with me during the instruction period?" To this Mrs. Green replies, "Of course I can, we will be a team, not student and instructor." Mr. Smith interjects, "Good it's settled. Mary you have the position effective immediately. Mrs. Green the area is all set up and you can start your instruction in thirty minutes. We must give her time to adjust to her new situation."

Later Mr. Smith went to the outer office and said, "Can I have your attention. The company is starting a new section, the central file section, and Mary has been selected to learn the system and be in charge of the new section. Until a replacement is hired for Mary's position we will have to distribute her work among the other employees. Please bear with us for a few days. Thank you."

Mrs. Green and Mary started the instructional phase for the central file section. Mrs. Green would explain in detail several aspects of the file system and Mary would perform the tasks. Mary would ask questions when she was in doubt of procedures to follow. Mary would come to work at 8:00 a.m. and not leave until 6:00 or 6:30 p.m. After four days Mrs. Green informed Mr. Smith, "Mary is ready, she has learned the system and is very capable. She has been very cooperative."

COMPETENCY 017: Analyze occupational pre-employment skills and attitudes in terms of job success.

OBJECTIVE 017-02: The student will examine personal values and work ethics in terms of job success.

TEST ITEM 017-02-04 (Continued)

INSTRUCTIONS TO STUDENTS: Complete the following sentences by filling in the appropriate word or words from the list provided. In some cases the question may be a statement with a blank at the end of the sentence. In this case fill in the blank to show what work ethic is indicated.

Word List

Cooperation
Willingness to learn
Willingness to follow directions
Enthusiasm
Acceptance of criticism
Honest
Loyal
Show-off
Honesty
Initiative
Dependability
Loyalty
Punctuality
Dependable
Uncaring

1. When Mary replied to June, "You are wrong, Mr. Smith is fair and this is a very good company to work for", she indicated her ____________ toward her supervisor and company.
2. By arriving at work a few minutes early and staying a few minutes late Mary indicated her ____________.
3. By helping other employees with their work when Mary had completed hers showed ____________________ with other employees.
4. When Mr. Smith called Mary to the office and lectured her concerning her actions she showed her __________________________ by returning to her station in a cheerful mood.
5. By arriving every morning at her work station prior to working hours is an indication of Mary's __________________.
6. When an employee completes their assigned tasks and just sits at the desk waiting to be told what to do, it is a sign that the employee lacks ____________________.
7. The _____________ of an employee is shown by not extending breaks or lunch periods past the allotted time.
8. Mary indicated her ________________________ and ________________________ by completing the central file instruction in four days.
9. The best employees are those who like their work and show ___________ for it.
10. June, by her remarks against Mr. Smith and the company which employed her, indicated she was not ____________ to either.
11. June, by overstaying her lunch period indicates she is not _____________ and is not ______________.

COMPETENCY 018: Analyze the effects of employee/employer relationships.

OBJECTIVE 018-01: The student will examine authority images.

TEST ITEM 018-01-01

INSTRUCTIONS TO STUDENTS: The word authority means different things to different people. Read the following employer statements made about supervisors. Write next to each statement "A" for acceptable or "U" for unacceptable.

_____1. A supervisor is concerned about the health, welfare, safety and happiness of the employee.

_____2. When in the presence of supervisors, employees should be seen and not heard.

_____3. Supervisors never listen to employees.

_____4. Supervisors do not need to listen to employees because they already know everything.

_____5. Supervisors support employees who do their job well.

TEST ITEM 018-01-02

INSTRUCTIONS TO STUDENTS: List the three major types of authority images an employee may be confronted with and define each.

1.

2.

3.

TEST ITEM 018-01-03

INSTRUCTIONS TO STUDENTS: Draw a line from the authority image in column "A" to the statement that best identifies it in column "B".

Column A	Column B
Autocratic	Limited involvement with people.
Democratic	People oriented.
Laissez-Faire	Task Oriented.

COMPETENCY 018: Analyze the effects of employee/employer relationships.

OBJECTIVE 018-02: The student will predict the expected behavior of a supervisor on the job.

TEST ITEM 018-02-01

INSTRUCTIONS TO STUDENTS: Enter "A" for agree and "D" for disagree in the space provided for each statement listed below pertaining to what a "good" supervisor should be or should do. For your disagree statements write the statement correctly on the back of your answer sheet.

_____1. A good supervisor encourages employees to learn all facets of the job.

_____2. A good supervisor provides for leadership development of employees.

_____3. A good supervisor directs and controls all employee actions.

_____4. A good supervisor can influence your morale by the type of supervision you receive.

_____5. A good supervisor always ignores you.

_____6. A good supervisor seldom praises your work.

_____7. A good supervisor should not criticize an employee.

_____8. Being a good supervisor is easy for some people and difficult for others to learn.

_____9. A good supervisor will give directions so they will be understood by only a few people.

____10. As a supervisor, you do not have the same kind of relationship with your employees that you had with your co-workers.

TEST ITEM 018-02-02

INSTRUCTIONS TO STUDENTS: You have just been promoted and have to move from one department to another. You have a new supervisor. What can you expect your new supervisor to provide? Complete the following sentences or short statements by filling in the appropriate word or words from the list provided.

Word List

Fairly
Training
Welfare
Friendly
Overwork
Vacations
Evaluation

Directions
Firm
Example
Consistent
Performance
Overbearing
Everything

1. To be given ______________________ clearly.
2. Plan __________________ for new workers.
3. Be ____________________.
4. Treat workers ___________________.
5. Be ___________ when necessary.
6. Be mindful of worker's _________________.
7. Set a good ________________.
8. Will not _______________ employees.
9. Not try to do ___________________ himself.
10. Periodic _________________ of ____________________.

TEST ITEM 018-02-03

INSTRUCTIONS TO STUDENTS: A good relationship between worker and supervisor is one based on mutual respect. Explain, in writing, what this means to you.

COMPETENCY 018: Analyze the effects of employee/employer relationships.

OBJECTIVE 018-03: The student will describe the acceptable behavior of a worker on the job.

TEST ITEM 018-03-01

INSTRUCTIONS TO STUDENTS: Just as you as an employee expect certain things from your employer, your employer expects certain things from you. In Column "A" are listed several occupational skills. Column "B" contains statements to describe the skill of Column "A". Match Column "A" with the correct statement of Column "B".

Column A

_____1. Ambitious

_____2. Judgment

_____3. Self-confidence

_____4. Sociable

_____5. Intelligent

_____6. Persistence and Patience

_____7. Courteous

_____8. Adaptable

_____9. Tactful

____10. Orderly

Column B

a. Smiles a great deal; gets along with people; has a keen sense of humor.
b. Considerate of other people; gives extra service, says "please" and "thank you."
c. Wants the business to succeed; wants to see others succeed; is a doer, not a "dreamer."
d. Says the right thing at the right time; does not argue, makes the other fellow feel he is doing things his way.
e. Systematizes his work; keeps things in their proper place, is a neat employee.
f. Believes he can and will succeed; does not know it all; never alibis.
g. Knows what he is doing; makes an effort to learn new methods.
h. Makes judgments easily; welcomes change; judges new ideas on merit rather than by prejudices.
i. Bases actions on facts; makes decisions on merit, is noted for sound thinking.
j. Does not lose temper easily, tries again and again, is not easily discouraged.

TEST ITEM 018-03-02

INSTRUCTIONS TO TEACHER: Reproduce a copy of the "Attitudinal Inventory" attached. Have each student complete the inventory, score it, and than hold a discussion on the items that had low marks.

INSTRUCTIONS TO STUDENTS: Attitude is the most important trait a worker can have. Is your atitude good, bad, needs improving or acceptable to you and others? Your attitude toward your job and co-workers can be an indicator of job success and your personal relations with co-workers. Your instructor has furnished you with an "Attitudinal Inventory." Answer each question honestly and by how you feel about the question, not how you think you should answer. After the inventory has been scored, review it carefully to find the areas of your attitude needing change.

TEST ITEM 018-03-03

INSTRUCTIONS TO TEACHER: Provide each student with a copy of Occupational Survival Skills, (copy attached). After students complete the assignment, grade on the basis of information covered during instructional periods.

INSTRUCTIONS TO STUDENTS: Your instructor has furnished you a listing of Occupational Survival Skills. For each of the 27 skills write a sentence that indicates what each means to an employee or why they should possess the skill.

	PERSONALITY RATING				
Trait	Excellent	Good	Fair	Poor	Very Poor
ATTITUDE					
COURTESY					
DEPENDABILITY					
DESIRE TO SUCCEED					
ENTHUSIASM					
FORESIGHT					
FRIENDLINESS					
HEALTH					
HONESTY					
INITIATIVE					
LOYALTY					
MORALITY					
NEATNESS					
OPEN-MINDEDNESS					
PERSONAL APPEARANCE					
PUNCTUALITY					
SELF CONTROL					
SENSE OF HUMOR					
TACT					
USE OF VOICE					

TO BE USED AS OCCUPATIONAL SURVIVAL SKILLS INSTRUMENT.

SOURCE: "Succeeding in the World of Work", Grady Kimbrell and Ben Vineyard, McKnight & McKnight Publishing Company, Bloomington, Illinois, 1970 Edition.

ATTITUDINAL INVENTORY

Read each of the following questions and answer honestly. A careful study of your answers can help you to see those areas that need improvement. Place your answers in the blanks before each question using the following scale:

5 = positively yes; 4 = mostly yes; 3 = undecided; 2 = mostly no; 1 = positively no

_____1. Do you make new friends easily?
_____2. Do you refrain from being a "complainer"?
_____3. Are you careful never to interrupt when another person is speaking?
_____4. Can you be optimistic when others around you are depressed?
_____5. Do you refrain from boasting or bragging?
_____6. Do you control your temper?
_____7. Are you genuinely interested in the other person's point of view?"
_____8. Do you speak well of your employer?
_____9. Do you keep the same friends for years?
____10. Do you feel well most of the time?
____11. Do you use proper English?
____12. Do you keep promises?
____13. Are you at ease with the opposite sex?
____14. Do you have good table manners?
____15. Do you organize your work and keep up with it?
____16. Do you get along well with your parents?
____17. Do you readily admit your mistakes?
____18. Can you be a leader without being "bossy?"
____19. Is it easy for you to like nearly everyone?
____20. Can you stick to a tiresome task without being prodded?"
____21. Do you finish each task you begin?
____22. Do you realize your weaknesses and attempt to correct them?
____23. Can you take being teased?
____24. Do you avoid feeling sorry for yourself?
____25. Are you courteous to your fellow workers?
____26. Are you usually well groomed and neatly dressed?
____27. Are you a good loser?
____28. Do you enjoy a joke even when it is on you?
____29. Do you like children?
____30. Do you keep your own room in good order?
____31. Do you refrain from giving alibis?
____32. Are you tolerant of other people's beliefs?
____33. Do you respect the opinions of your parents?

____34. Do you introduce people easily and correctly?

____35. Do you refrain from pouting when things go differently than you like?

____36. Are you a good listener?

____37. Can you speak before a group without feeling self-conscious?

____38. Are you the kind of friend you expect others to be?

____39. Do you accept compliments or gifts graciously?

____40. Can you disagree without being disagreeable?

____41. Do you generally speak well of other people?

____42. Can you take criticism without being resentful or feeling hurt?

____43. Are you careful to pay back all loans, however small?

____44. Are you always on time for your appointments?

____45. Does your voice usually sound cheerful?

____46. Can you work well with those you dislike?

____47. Do you try as hard to get along well with your family as with friends?

____48. Do you like people who are much older than you?

____49. Are you pleasant to others even when you feel "out of sorts?"

____50. Are you free from prejudices?

There are 50 questions; a perfect score would be 250. If you rate from -

225 - 250	You're too good to be true.
175 - 224	Your attitude toward others is commendable.
125 - 174	Your attitude needs improvement in certain areas.
Below 125	You need a general overhauling.

SOURCE: "Succeeding in the World of Work", Grady Kimbrell and Ben Vineyard, McKnight & McKnight Publishing Company, Bloomington, Illinois, 1970 Edition.

COMPETENCY 019: Compare patterns of co-worker relationships

OBJECTIVE 019-01: The student will suggest characteristics of good co-worker relationships.

TEST ITEM 019-01-01

INSTRUCTIONS TO STUDENTS: List five characteristics of attitude that helps to form good co-worker relationships.

1.

2.

3.

4.

5.

TEST ITEM 019-01-02

INSTRUCTIONS TO TEACHER: Provide students with the list of the eleven "characteristics of attitude" that will insure good co-worker relationships. (See Test Item 019-01-01 for the list)

INSTRUCTIONS TO STUDENTS: Your instructor has furnished you a list of eleven "characteristics of attitude" that will insure good co-worker relationships. For each of the characteristics write in one or two sentences how your actions with a co-worker would make for good co-worker relationships.

TEST ITEM 019-01-03

INSTRUCTIONS TO STUDENTS: While on the job, contact with other people occurs frequently. An employee who is unable to get along with co-workers may not survive on the job very long. Listed below are several words (terms) that pertain to co-worker relationships. For each word, in a sentence or two, explain what each means to you as it would pertain to your relationship with your co-workers. If the word indicates an unfavorable attitude or trait complete your answer in a positive manner.

1. Cooperation -
2. Hostility -
3. Criticism -
4. In private -
5. Disregard -
6. Pleasant -
7. Tactful -
8. Dependable -
9. Responsible -
10. Considerate -

COMPETENCY 019: Compare patterns of co-worker relationships.

OBJECTIVE 019-02: The student will analyze the effect of co-worker relationships in job success and satisfaction.

TEST ITEM 019-02-01

INSTRUCTIONS TO STUDENTS: Good working relationships are based on the eleven "characteristics of attitude." Following these instructions is a sentence for you to respond to. You are to explain in writing what this sentence means to you and why.

> "If one is successful in maintaining good working relationships with their supervisor and co-workers, chances of being successful on the job are increased."

TEST ITEM 019-02-02

INSTRUCTIONS TO STUDENTS: It has been stressed that getting along with co-workers increases job satisfaction and makes for pleasant working conditions. Getting along with co-workers has many other benefits for all concerned. Some of these benefits may effect you, your co-workers and/or your employer. List five benefits from a good working relationship.

1.

2.

3.

4.

5.

TEST ITEM 019-02-03

INSTRUCTIONS TO TEACHER: Provide students with the list of "characteristics of attitude" for good working relationships. Divide the class into three or four member teams. Have each team select three or four of the characteristics, making sure each characteristic is selected. As an alternate you as the instructor may wish to assign the characteristics to each team. Have the teams number-off one or two. The teams with the number one will be positive and number two will be negative for their exercise. (See Test Item 019-01-01 for the list)

INSTRUCTIONS TO STUDENTS: Your teacher has divided you into teams, odd and even. You have chosen or been assigned three or four of the "characteristics of attitude" for good working relationships. You will be permitted five or six minutes to confer as a team for this role-play exercise.

Odd Teams - Using the characteristics selected or assigned perform a 2 to 3 minute skit role-playing the use of the characteristics in a positive co-worker relationship.

Even Teams - Using the characteristics selected or assigned perform a 2 to 3 minute skit role-playing the use of the characteristics in a negative co-worker relationship.

COMPETENCY 019: Compare patterns of co-worker relationships.

OBJECTIVE 019-02: The student will analyze the effect of co-worker relationships in job success and satisfaction.

TEST ITEM 019-02-04

INSTRUCTIONS TO TEACHER: Furnish each student a copy of the following case study:

Case Study

John obtained a job at a local service station operated by a friend of the family. He had his driver's license and he loved cars.

John thought he knew everything there was to know about his job because he had often stayed around the station where his friend worked. When Jim Smith, the owner, would tell John some things about working he didn't pay much attention, he thought he knew it all.

After working three weeks John was working alone one evening because of an accident in Jim Smith's family. A customer drove in and asked John for a fan belt for his automobile parked at home. John took the fan belt to the supply room where he found many belts in different sizes and widths. John did not know how to look up spare parts information in the catalogues. John was stumped and did not know what to do. He had to cover up his not knowing what to do.

John informed the customer he could not find the key to the storeroom. Also he was instructed by the manager not to sell anything except gas and oil when he worked alone.

The customer, a good friend of Jim Smith, became angry and thought John's behavior strange. He called Jim and made a complaint.

INSTRUCTIONS TO STUDENTS: Your instructor has furnished you a copy of a case study on John, a service station attendant. Read this case study and answer the following exercise.

1. Was John correct in his contact with the customer? Yes _____ No _____

2. Was the customer correct in filing a complaint with Jim Smith? Yes_____ No _____

3. List five actions by John that would indicate he was an inferior employee and lacked skills in human relations.

   a)

   b)

   c)

   d)

   e)

4. Place yourself in the position of Jim Smith. You received the complaint against John from your friend. What actions would you take against John other than firing him?

TEST ITEM 019-02-05

INSTRUCTIONS TO STUDENTS: Everyone likes some people more than others. You may like some friends more than others. Those you like the most have traits you like. But, you do not pick your co-workers, your boss picks them. What do you like most about other people? Listed below are ten traits liked by almost everyone. Write a sentence for each trait telling why the trait would be important to you if a co-worker possessed it.

Traits

1. Fairness
2. Enthusiasm
3. Cooperation
4. Stability
5. Respect for others
6. Loyalty
7. Friendliness
8. Self respect
9. Dependability
10. Understanding and sympathy

COMPETENCY 020: Describe the use of performance appraisal in employee advancement, retention, and pay raises.

OBJECTIVE 020:01: The student will suggest criteria for performance appraisal.

TEST ITEM 020-01-01

INSTRUCTIONS TO TEACHER: Provide a Self-Appraisal for all students in the class.*

INSTRUCTIONS TO STUDENTS: Study the Self-Appraisal to learn what employers look for in evaluating employees for advancement, retention, and pay raises. Rate yourself. Discuss results with teacher.

TEST ITEM 020-01-02

INSTRUCTIONS TO TEACHER: Provide two copies of Work Habits for each student. One for each student to rate a classmate (chosen anonymously.) One for each student to rate himself/herself. Students must join evaluator to compare and discuss results.

INSTRUCTIONS TO STUDENTS: Employers may rate the work habits of employees periodically for the purpose of advancement, retention, or pay raises. Therefore, study the following form. Rate a classmate on Work Habits, assuming the role of the employer! Then rate yourself. Compare your personal rating of Work Habits with that of your classmate (employer).

TEST ITEM 020-01-03

INSTRUCTIONS TO TEACHER: Provide a copy of the Employee Evaluation for each student in your class. Discuss with the class the components of an actual evaluation for the purposes of advancement, retention, and/or pay raises that may be used when they are on the job.*

INSTRUCTIONS TO STUDENTS: This is a sample of an Employee Evaluation that may be similar to one that will be used to evaluate your work. Study it carefully so that you will be aware of what is expected of employees on the job. Have your teacher or some other person who knows your work habits to evaluate you. Bring the results back to class for discussion.

*NOTE: The performance evaluation review form provided can be used or the teacher has the option of securing one from business, industry or labor, etc. (See Competency 020-02-03)

COMPETENCY 020: Describe the use of performance appraisal in employee advancement, retention, and pay raises.

OBJECTIVE 020-02: The student will analyze the influences performance appraisal may have on the worker.

TEST ITEM 020-02-01

INSTRUCTIONS TO STUDENTS: Performance appraisals, whether formal or informal, are evaluations of employees by employers usually on a specified time frame, such as, quarterly, semi-annual or annual. An employee is evaluated on certain traits, job performance, human relations and/or what a certain company may consider important. Listed below are items of evaluation an employer might use to evaluate an employee's performance. Indicate by a check mark (✓) which are or may be used in evaluations.

_____1. Job knowledge
_____2. First Aid
_____3. Leadership potential
_____4. Quality of work
_____5. Hostility
_____6. Your health
_____7. Reliability
_____8. Your safety
_____9. Initiative
____10. Job planning
_____11. Getting too chummy
_____12. Work output
_____13. Sociability
_____14. Judgment
_____15. Communication skills
_____16. Credit rating
_____17. Cooperation
_____18. Family relations
_____19. Overall performance
_____20. Development of others (supervisors only)

TEST ITEM 020-02-02

INSTRUCTIONS TO STUDENTS: A performance appraisal may be used by an employer to decide certain company practices and/or actions. Listed below are areas where the results of performance appraisals may be utilized concerning evaluation or to influence actions of the employer. Indicate by a check mark (✓) which are or may be considered by the employer.

_____1. How well you get along with co-workers
_____2. Family relationships
_____3. Promotions for employees
_____4. Salaries and raises
_____5. Participation in company hobby programs
_____6. Being fired
_____7. Employee's individual strengths and weaknesses
_____8. Community involvement
_____9. Political affiliation
____10. Transfer to another plant
____11. Indicating a need for specialized training program for employees
____12. Improved work performance
____13. Explanation of company rules
____14. Your dreams
____15. Show pride in your work
____16. Preparing for greater responsibility
____17. Know the safety rules
____18. Occupational Development Center

COMPETENCY 020: Describe the use of performance appraisal in employee advancement, retention, and pay raises.

OBJECTIVE 020-02: The student will analyze the influences performance appraisal may have on the worker.

TEST ITEM 020-02-03

INSTRUCTIONS TO TEACHER: Provide each student with a copy of the following case study and a copy of the Performance Evaluation Review instrument. After students have read the case study have them complete the Evaluation. The student could complete their assignment on a separate answer sheet which would list the ten evaluation areas and the Overall Performance section. Grading of the student responses would be "teacher evaluation."

Case Study

Jane works in the real estate office of the General Research Corporation to support herself and her young child, Mary. Jane is studying to earn a real estate license so that she can be a full-time salesperson. She has been employed for six months.

Jane has to open the office at 8:15 in the morning. This is a problem for her since Mary must be taken to a nursery school which does not open until 8:30 in the morning and no one is there until 8:15 a.m. The school for Mary is three miles from Jane's office. By hurrying Jane can be at her office within fifteen or twenty minutes.

Jane feels this is acceptable because no one comes to the office prior to 9 o'clock. Jane's work was as good as the work of the other employees in her office. She was always late due to taking Mary to nursery school every morning. She did her share of the work. She never worked overtime, and she never offered to help when other co-workers had problems. When she had no work to do she would do her homework for her night class. Jane rarely missed a days work and would notify her employer in advance, if possible.

Jane was quiet and well liked by most of her co-workers. However, some co-workers would criticize her doing homework when she could be helping others.

One day a client called the office at 8:15 in the morning and received no answer. This client called again at 8:30 and 8:40 and again received no answer. This client came to the office at 9:30 and wanted to see Mr. Smith the supervisor. The client related his story to Mr. Smith and indicated he was taking his business to another firm.

Mr. Smith called Jane into his office and requested an explanation for her not being at the office at the time the client called. Jane explained what she had been doing every morning and thought it did not matter much because no one came to the office prior to 9 o'clock. Mr. Smith told Jane he was sorry about her problem but the office would be open at 8:15. If Jane could not do this he would be forced to find someone else.

INSTRUCTIONS TO STUDENTS: After reading the case study on Jane, complete the Evaluation Review Form on her. You are Mr. Smith and must evaluate Jane. For each major item you must make a comment to justify your grade assigned. In the Overall Performance Section answer all four questions. Remember Jane has been employed for six months and this is the first time her lateness has been a problem.

GENERAL RESEARCH CORPORATION
SYSTEMS RESEARCH DIVISION

Support Staff PERFORMANCE EVALUATION REVIEW

Name ______________________________ Employee No. __________ Date ______________

Position ____________________ Date Hired ______________ Date of Last Review ______________

To be filled out by immediate supervisor and department head as appropriate. On the basis of your personal contact with this employee, your opinion and analysis of the employee's performance on the job is requested. Please evaluate by checking the square which best describes the employee's performance. If you have not observed the factor well enough to evaluate it, please leave blank.

	Unsatisfactory		GRC Norm		Excellent
JOB KNOWLEDGE	☐	☐	☐	☐	☐
Consider the employee's fundamental understanding of basic techniques and procedures relating to his position.	Does not have enough understanding to handle present work properly.		Well-informed on all aspects of job.		Expert in his job, and has good knowledge of related jobs.

Comments: ______________________________

____

	Unsatisfactory		GRC Norm		Excellent
WORK OUTPUT	☐	☐	☐	☐	☐
Consider the volume of work consistently done in relation to the volume required for fully proficient performance of the job.	Work output consistently falls below the daily requirements of the job.		Work output is consistently good.		Work output is always above the standard requirements of the job.

Comments: ______________________________

____

	Unsatisfactory		GRC Norm		Excellent
QUALITY OF WORK	☐	☐	☐	☐	☐
Disregard volume. Consider accuracy, thoroughness and related characteristics of work.	Careless. Time required for revisions noted to be excessive.		Does a good job. Seldom has errors. Checks quality frequently.		All work performed is exceptionally accurate, and thorough. Catches errors in the work of others.

Comments: ______________________________

____

	Unsatisfactory		GRC Norm		Excellent
JUDGEMENT	☐	☐	☐	☐	☐
Consider the ability to think through a problem, select pertinent factors and arrive at a sound course of action.	Jumps to conclusions. Judgment is not dependable.		Judgment is dependable		Sound judgment. Decisions always based on thorough analysis.

Comments: ______________________________

____

	Unsatisfactory		GRC Norm		Excellent
RELIABILITY	☐	☐	☐	☐	☐
Consider the responsibility assumed by employee for his own actions.	Can rarely be counted on to carry out work as directed.		Can be relied upon		Never any doubt about his carrying out duties with a minimum of supervision.

Comments: ______________________________

____

	Unsatisfactory		GRC Norm		Excellent
COOPERATION	☐	☐	☐	☐	☐
Consider employee's attitude toward his work, associates, company, and its effect on others. Also consider his willingness to work with and for others.	Shows reluctance to cooperate. Constant friction with others. Antagonistic.		Gets along well with associates. Meets others halfway.		Good team worker, always helpful. Goes out of way to cooperate.

Comments: ______________________________

____

SOURCE: "Succeeding in the World of Work", Grady Kimbrell and Ben Vineyard, MdKnight & McKnight Publishing Company, Bloomington, Illinois, 1970 Edition

INITIATIVE ☐ ☐ ☐ ☐ ☐

	Unsatisfactory	GRC Norm	Excellent
Consider ability to originate actions and take necessary steps in attacking new problems.	Relies on others. Must be told what to do and consistently needs help in getting started.	Solves problems pertaining to his work on his own and occasionally offers suggestions for improvement.	Outstandingly active in making new suggestions.

Comments:

COMMUNICATION (expression) ☐ ☐ ☐ ☐ ☐

	Unsatisfactory	GRC Norm	Excellent
Consider the ability to transmit knowledge and ideas orally and in writing with effectiveness and clarity.	Inarticulate.	Transmits information well both verbally and in writing.	Speaks and writes exceptionally well.

Comments:

JOB PLANNING ☐ ☐ ☐ ☐ ☐

	Unsatisfactory	GRC Norm	Excellent
Consider success in planning and organizing work.	Work shows serious lack of proper planning.	Plans effectively.	Effective under the most difficult circumstances.

Comments:

For Evaluation of Supervisors Only

DEVELOPMENT OF OTHERS ☐ ☐ ☐ ☐ ☐

	Unsatisfactory	GRC Norm	Excellent
Consider the extent to which the supervisor recognizes and develops the aptitudes, abilities and capacities of others.	Contributes very little to the development of his subordinates.	Successful in recognizing and developing the potential of others.	Extremely capable and active in developing his subordinates.

Comments:

LEADERSHIP ☐ ☐ ☐ ☐ ☐

	Unsatisfactory	GRC Norm	Excellent
Consider the supervisor's ability to inspire in others the willingness and desire to achieve.	Ineffective as a leader.	Obtains satisfactory results.	Inspirational and effective leader.

Comments:

OVERALL PERFORMANCE ☐ ☐ ☐ ☐ ☐

Unsatisfactory	GRC Norm	Excellent

1. Does this employee's present position place him in the line of endeavor best suited to his temperament and ability? Please comment:

2. What are the employee's particular strong points?

3. In what areas is improvement needed? (If applicable)

4. General Comments:

Employee's Signature

Date

Evaluated by

Date

Employee's Comments

COMPETENCY 021: Analyze procedures when changing employment.

OBJECTIVE 021-01: The student will discuss reasons employees terminate employment.

TEST ITEM 021-01-01

INSTRUCTIONS TO STUDENTS: There are many reasons why an employee will terminate employment with a company. Column "A" is a listing of reasons for terminating employment. Column "B" contains situations an employee might find himself in which would be reason to terminate employment. Match the situation in Column "B" with the reason in Column "A". Place your answer in the space provided in Column "A".

Column A

_____1. Out of necessity
_____2. Return to school
_____3. Because of poor health
_____4. Moving to another city
_____5. Dissatisfied with job
_____6. Personal problems
_____7. Better job offer
_____8. Injury (can't perform tasks of current job)
_____9. No chance for advancement

Column B

a. Has received a job offer from a firm in another state.
b. To further improve their skill level.
c. Can not get along with co-workers and is unhappy.
d. You are hurt in an accident, not job related, and have limitations in your body movements.
e. Having family problems and let them interfere with your job performance.
f. Current working conditions are causing certain body functions to deteriorate.
g. Promotions are slow and are usually offered to employees based on their senority.
h. Have received offers from several larger companies.
j. Pressure of circumstances.

TEST ITEM 021-01-02

INSTRUCTIONS TO TEACHER: Furnish each student a copy of the case study on Mary.

INSTRUCTIONS TO STUDENTS: Read the following paragraphs and answer the questions that follow. Give explanations for your answers.

Case Study

If you are unhappy with your job, should you change to another or should you "grin and bear it?" We can safely say, "that no one is happy on the job all of the time."

Take the case of Mary. She is a high school senior and is enrolled in the Cooperative Office Occupations class. She has a part time job in a local insurance company which is part of her course requirement and for which she receives one unit of credit. She receives instructions in class from her teacher and also from her supervisor at work.

Mary is good at her job but does not like to file or to type columnar listings which are part of her duties. One day Mary was assigned the task of typing several pages of columnar listings. Mary had difficulty adjusting her tabs for the columns and asked Mrs. Smith, her supervisor, to help her. Mrs. Smith was working on a very important account but she set the tabs for Mary and spoke sharply to Mary about her not being able to do anything for herself. Mary took this as a personal insult and the relationship between herself and Mrs. Smith became tense.

A week before graduation Mary inquired about her job becoming permanent after her graduation. Mr. Jones, the owner of the company, informed Mary she could work at her present job full time until the end of August. This was not a probationary period because in September the job would revert back to a training position for another student. Mary accepted this explanation and indicated she would continue to work under the conditions spelled out by Mr. Jones. However, to herself she thought Mrs. Smith was responsible for her not getting a full time permanent position.

Mary worked full time after graduation but her relationship with Mrs. Smith did not improve, if anything it became worse. Around the middle of August Mary started her search for a new job. At the same time her work efficiency began to deteriorate. Mary was offered a job with a smaller company on 25 August to start work at her convenience as long as she started by 5 September. On 26 August Mary went to work late, removed her personal belongings from her desk and told Mrs. Smith, "I quit." Mary had a few harsh words with Mrs. Smith and walked out.

COMPETENCY 021: Analyze procedures when changing employment.

OBJECTIVE 021-01: The student will discuss reasons employees terminate employment.

TEST ITEM 021-01-02 (Continued)

1. Was Mary dissatisfied with her job. If so, why? If not, why not?
2. Did Mary have a personal problem at work? If so what was it and who was responsible for it?
3. Mary had her job until the end of August and a new job starting anytime between August 25 and September 5. Did Mary quit her present job out of necessity? If so, why? If not, why not?
4. It could be implied that Mary quit her present job because she had a better job offer. If this is true, why is it? If this is not true, why not?
5. Place yourself in Mary's position. What would you have done,
   a. With your relationship with Mrs. Smith?
   b. With your relationship with Mr. Jones?
6. When and how would you have quit your job?

TEST ITEM 021-01-03

INSTRUCTIONS TO STUDENTS: Listed below are statements pertaining to why employees might terminate their employment. Each statement contains one or more blanks. From the word listing furnished select the word or words that complete each statement. A word may be used more than once in completing the statements.

Word Listing

Boredom
Current
Present
Accepted
Poor
Necessity
Personal
Trial
Job
Dissatisfaction
Advancement
Perform

Personnel
Accidents
Career
Fair
City
Health
State
College
Chance
Moving
Injury
Good

1. Jim has changed jobs twice in six months and is considering another change. Before he makes a change, he should give his ________________ ____________ a thorough __________.
2. Jim is going to attend __________ in another ________.
3. You have __________ a better __________ with another firm.
4. You have so many things going for you now you must quit your job out of ____________.
5. You have been very sick and due to _____ ______ must quit your job.
6. Many people quit their jobs due to ______________ with their job.
7. Some people quit their jobs because they are __________ to another __________ or __________.
8. Some people quit their jobs due to ___________ problems.
9. Some people are forced to quit their jobs due to __________ and can't __________ tasks of current ________.
10. You have held a top supervisory position in your firm for five years. You now decide to seek other employment because you feel there is no _______ for ________ with your present firm.

COMPETENCY 021: Analyze procedures when changing employment.

OBJECTIVE 021-02: The student will demonstrate proper procedure when voluntarily terminating employment.

TEST ITEM 021-02-01

INSTRUCTIONS TO TEACHER: Furnish a copy of the below case study to each student.

INSTRUCTIONS TO STUDENTS: Read the following case study on Jerry and complete the activity which follows it.

Case Study

Jerry has been working for the Best Company for three years and has saved enough money to finance his remaining two years of college. He has made application to reenter college at the beginning of the next school year. He has been notified of his acceptance to college and advised to report to school on August 27th or 28th for processing.

Jerry requested to see his supervisor on a personal problem, the problem being how to terminate his employment. During the interview with the supervisor Jerry asked him if he should quit his job then. The supervisor questioned Jerry closely concerning his intent on returning to college, his financial situation, and his long range goals. After the interview Jerry was very upset with his supervisor for the type of personal questions he asked and considered going back to his supervisor, telling him off, and quitting then. After a few minutes thinking about the questions asked by the supervisor Jerry understood why the questions were asked and felt better about himself. The advice given him was for his consideration and to ensure he was not quitting on an impulse.

On 1 August Jerry officially notified his supervisor he was leaving and his last day for working would be August 20th. Jerry was informed his notice had to be in writing, company policy, and delivered to the Personnel Office. This Jerry did. On August 4th Jerry was introduced to his replacement and was asked to teach him his duties by the 20th.

On August 20th, Jerry's last day, he removed his personal belongings from his work area and turned it over to his replacement neat and clean. Jerry next went to the Personnel Office to complete any required forms or exit interview and leave his forwarding address. Jerry then gave a personal goodbye to everyone he worked with to let them know he enjoyed working with them and wish them well.

Activity: List the six proper procedures and the one improper procedure Jerry followed when voluntarily terminating his employment.

TEST ITEM 021-02-02

INSTRUCTIONS TO STUDENTS: Many companies have a policy that may require you to write a letter of notification when you are voluntarily terminating employment. This letter must indicate when you want to quit, why you are terminating your employment, should thank your employer for his help and past kindnesses, and should state the reason for your termination. Using the following information prepare a termination of employment letter.

Date of letter - 2 February 19__
Company name and address - student to supply this
Employee - Mr. James L. Snow
The purpose of the letter - to terminate employment
Date if leaving - 28 February 19__
Reason for leaving - student to decide this
Thank your employer - student supplies this

COMPETENCY 021: Analyze procedures when changing employment.

OBJECTIVE 021-02: The student will demonstrate proper procedure when voluntarily terminating employment.

TEST ITEM 021-02-03

INSTRUCTIONS TO STUDENTS: When applying for a job you will be asked about your past work record. This means you want your previous boss(es) to have a good attitude toward you. How you quit may affect your success in getting the new job. Listed below are things some workers do and should not do when voluntarily terminating employment. Indicate which you would DO by placing a "D" and which you should NOT DO by placing a "N" in the space provided. For each statement you mark "N" rephrase the statement on the reverse of your answer sheet to make the statement DO.

_____1. Give at least a pay periods notice that you intend to quit.

_____2. Tell your co-workers you do not like the supervisor.

_____3. Tell your co-workers but not your supervisor that you are quitting.

_____4. Thank your supervisor for teaching you the job.

_____5. Talk with your supervisor about your new job.

_____6. Brag about your new job to your co-workers.

_____7. Leave your work area neat and clean.

_____8. Notify your supervisor you are quitting at the end of the day.

_____9. Thank your co-workers for their help and friendliness.

____10. In a letter to your supervisor, tell when you plan to quit.

____11. Attempt to keep being friends and in touch with your present co-workers.

____12. Inform your co-workers you will be getting more pay in your new job.

____13. Ask your boss to recommend you for the new job.

____14. In your letter of termination indicate the name and address of firm were you will be working.

____15. In your letter of termination explain the reason or reasons you are quitting.

COMPETENCY 021: Analyze procedures when changing employment.

OBJECTIVE 021-03: The student will discuss reasons employees are terminated by employers.

TEST ITEM 021-03-01

INSTRUCTIONS TO STUDENTS: Studies indicate that nine out of ten workers that are terminated due to poor attitudes and character qualities, not because of lack of skill. The following is a listing of qualities a worker developes that will determine success or failure on the job. Indicate which are Success Qualities by placing a "S" and which are Failure Qualities by placing a "F" in the space provided.

____1. Can't get along

____2. Acceptance of company policies

____3. Pride in work, job skills

____4. Carelessness

____5. Lack of initiative

____6. Dishonesty, misrepresentation

____7. Outgoing, friendly

____8. Too little or too much ambition

____9. Honesty, responsible conduct

____10. Doesn't follow rules

____11. Shows constant work improvement

____12. Self starter

____13. Cooperation

____14. Leadership ability

____15. Lack of adaptability

TEST ITEM 021-03-02

INSTRUCTIONS TO STUDENTS: Listed below are statements pertaining to why an employee might be retained and reasons why employment is terminated. Indicate which indicates retention by placing an "R" and which indicates termination by placing a "T" in the space provided.

____1. Ability

____2. Careless

____3. Lazy

____4. Can't follow rules

____5. Initiative

____6. Fighting on the job

____7. Honest

____8. Troublemaker

____9. Loyalty

____10. Absent or late a great deal

____11. Good attendance

____12. Disloyal

____13. Cheerfulness

____14. Can't follow orders

____15. Cooperative

COMPETENCY 021: Analyze procedures when changing employment.

OBJECTIVE 021-03: The student will discuss reasons employees are terminated by employers.

TEST ITEM 021-03-03

INSTRUCTIONS TO STUDENTS: There are many reasons why an employee might be terminated. Column "A" is a listing of reasons. Column "B" contains statements that could relate to the reasons in Column "A". Match Column "A" with Column "B" and place your answer in the space provided in Column "A".

Column A	Column B
_____1. Can't get along	a. The person could be a dangerous worker. They could cost the company a great deal of money.
_____2. Too much ambition	b. Talks against their boss, company and product they are producing. Not good advertisement for the business.
_____3. Can't follow orders	c. Gets angry when told what to do. Does things their way regardless of instructions given.
_____4. Lack of adaptability	d. Argues with other employees and tries to tell them what to do. A know it all.
_____5. Careless	e. Must be told what to do. Must be observed to see that work is done correctly.
_____6. Doesn't follow rules	f. Can't accept change. When things are to be done differently, fights the change.
_____7. Misrepresentation	g. Company policy states the policy on being absent and/or late for work. This employee's attendance record is borderline.
_____8. Disloyal	h. This employee leaves early, returns from breaks and lunch period late.
_____9. Lack of initiative	i. On employment application was not entirely honest on several questions.
____10. Dishonest	j. Is always asking other employees to show him/her how to perform their duties. When they think they can they brag about being able to perform them better than the employee assigned to the job.

COMPETENCY 021: Analyze procedures when changing employment

OBJECTIVE 021-04: The student will examine procedures for "regrouping" after termination and for beginning a new job search.

TEST ITEM 021-04-01

INSTRUCTIONS TO STUDENTS: There are certain procedures one should follow when out of work. List the five steps one should follow in the event you are fired or are the victim of a reduction in force.

1.

2.

3.

4.

5.

TEST ITEM 021-04-02

INSTRUCTIONS TO TEACHER: Furnish a copy of the below case study to each student.

INSTRUCTIONS TO STUDENTS: Read the following case study on Bill and complete the activity which follows it.

Case Study

Bill has been employed by the Shop Manufacturing Company as an auto mechanic for the past two years. His relationship with his supervisor is friendly, and friendly with most of his co-workers. There are two, Jim and Fred, which he tries to avoid and speaks to them only when necessary. Bill's attitude toward Jim and Fred has caused some unpleasant working conditions for the employees from time to time.

Harry, Bill's supervisor, talked to Bill about his relationship with Jim and Fred and asked that he try a little harder to get along with them. During this talk Harry found out that Bill blamed Jim and Fred for his being fired from a job about four years ago. Bill thought, although he could not prove it, that Jim and Fred told stories about him and these rumors were the direct cause of his being fired. This was the reason for his acting the way he did toward Jim and Fred. Harry told Bill he was a good mechanic and his job performance was satisfactory.

About six months later the Shop Manufacturing Company had a sharp reduction in orders and it was decided that a reduction in force was necessary. The company policy was "last hired first fired." Since this was a general reduction in force it would be by departments. Bill was one of three mechanics that were laid off from his department. Bill told Harry what he thought of the situation and did not say so but hinted that Jim and/or Fred must be behind this. Bill's leaving was not on very friendly terms.

Activity: Bill was laid off with no estimate of for how long. This is a hard blow for anyone to take, even Bill. This is the second time in less than seven years. Some people can adapt to this type situation very quickly, some cannot. How you react to this type situation will have a great bearing on your future. Although Bill is slow to realize his situation he is self-confident and knows he must go through a self-evaluation again. Listed below are several questions Bill must ask himself. From the information gained in the case study answer the following questions.

1. What did Bill contribute to the situation?
2. What would you do differently next time?
3. Do you feel Harry and/or the company was unfair to Bill?
4. Were there financial or other reasons that made the move necessary?
5. What would you have done had you been in your employer's place?
6. What should you do now that you have completed a self-evaluation?

COMPETENCY 021: Analyze procedures when changing employment

OBJECTIVE 021-04: The student will examine procedures for "regrouping" after termination and for beginning a new job search.

TEST ITEM 021-04-03

INSTRUCTIONS TO STUDENTS: Your employer just informed you that your job performance and your ability to get along with co-workers were unsatisfactory. You are fired! In a paragraph or two explain the steps you should take prior to seeking new employment.

TEST ITEM 021-04-04

INSTRUCTIONS TO STUDENTS: Read the situations below. In each situation a person takes a position or some action. At times we jump to conclusions after reading about situations and let our feelings at the time dictate our actions. Evaluate each of the below situations and decide if what the person does or thinks is sound or unsound. In the space provided, mark an "S" for sound and a "U" for unsound. On the reverse of your answer sheet, for each question you marked with a "U", explain why the situation is unsound.

_____1. Bill thought as long as he did his work well and followed company policy he would always have a job with the company.

_____2. When Irma lost her job she began to inform all her friends she was out of work and looking for a job.

_____3. When Bill was fired, he was so frustrated, he told off his boss and walked out without knowing the reason for his being fired.

_____4. Harry heard a rumor of a pending reduction in force and just knew he would be laid off. Harry decided to quit so he would be entitled to some benefits.

_____5. When Jim was laid off he talked with his boss to find out the reason and about how long it might be before being recalled.

_____6. Fred is told his company is going to relocate in another state and all employees would be relocated at company expense. The deadline for informing the Personnel Office is 1 July and those who miss the deadline would be considered as "do not want to relocate." Fred does not believe this, due to the company being at its present location for sixty years. He ignores the deadline date, the company moves and Fred is laid off.

_____7. Helen lost her job unexpectedly and decided she would reevaluate her life before seeking a job. After exploring all career interests she determines she has not made a good choice. She decides to prepare for a new career.

_____8. Many people, including Harry, feel that loosing a job means the end of the world.

_____9. When you lose your job you have a right to be shocked and feel sorry for yourself. But for only a day or so. Then you should regroup your forces and start a new job search.

____10. When you are fired or laid-off you should blame yourself and give up.

COMPETENCY-BASED EMPLOYABILITY SKILLS PROGRAM

TEST ITEM KEYS

001-01-01

1. c.
2. c.
3. d.

001-01-02

1. C
2. C
3. C
4. C
5. I

001-01-03

1. a.
2. c.
3. d.

001-02-01

Since this item has a problem-solving approach, the student will answer according to personal experiences. Answer will vary for each student.

001-02-02

1. C
2. C
3. C
4. C
5. I
6. C
7. C
8. C
9. C
10. C

001-02-03

An essay question. Answers will vary; teacher will grade based on accuracy of type.

001-03-01

1. C
2. C
3. I

001-03-02

1. c.
2. a.
3. b.
4. c.

001-03-03

A. 4-5
B. 3-5 depending on type of job.
C. 1
D. 3-4
E. 1
F. 5
G. 1
H. 1

001-03-04

A trait is a distinguishing mark of one's personality.

001-03-05

Developing your own abilities, being yourself, and not trying to imitate someone else.

001-03-06

Self-sufficiency - knowing how to take care of yourself.
Self-discipline - being able to make yourself do certain things when they should be done.

001-04-01

1. Yes
2. Yes
3. Yes
4. No
5. Yes

001-04-02

1. No one else.
2. Others' needs first.
3. Can.
4. Is.

001-04-03

1. b.
2. d.
3. a.
4. c.

001-05-01

1. Aptitude tests. (c.)
2. Reasoning skills. (e.)
3. Mathematical skills. (d.)
4. Verbal skills. (b.)

001-05-02

1. c.
2. g.
3. a.
4. d.
5. b.
6. e.
7. f.
8. i.
9. h.
10. k.
11. j.

001-05-03

1. e, f
2. a, b
3. c, d

002-01-01

1. C
2. C
3. C
4. C
5. C
6. C
7. I
8. C
9. C
10. C

002-01-02

1. d.
2. c.
3. b.
4. a.

002-01-03

Negative or poor self-concept.
Acceptable answers -

1. Wasn't taught to speak English.
2. No one at school appeared interested in him.
3. Dad made him come to school; doesn't say parents visited school or had conferences with teacher.
4. Appeared to be the lowest achiever in the school.
5. Doesn't have close relationships with classmates.
6. The students laughed at him.
7. Teacher reprimanded him in front of his classmates.
8. Bill lowered his head without trying to communicate with the teacher.
9. Kicked objects on the way home.

002-02-01

1. b.
2. a.
3. b.
4. d.

002-02-02

Negative or poor self-concept.
Probable answers -

1. Other people are better than he is.
2. No desire to be well-groomed.
3. No desire to do homework.
4. No desire to study.
5. No desire to participate in co-curricula activities.
6. Parents have "given up" on him.
7. Classmates call him silly.
8. Has become the class's "clown."
9. He rebuffs classmate's friendly manner.

002-02-03

Positive or good self-concept.
Probable answers -

1. Jane likes herself.
2. Jane enjoys living.
3. Jane recognizes she has strengths and weaknesses.
4. Jane studies hard.
5. Jane is chairperson of organizations.
6. Classmates like her.
7. Classmates like to visit her.
8. Jane is warm and fair.
9. Jane has made some career choices.
10. Doing well in a part-time job.

002-03-01

Written statements will vary.

1. C
2. C
3. I
4. I
5. C
6. C
7. C
8. C
9. C
10. C

002-03-02

1. c.
2. d.
3. e.
4. f.
5. g.

002-03-03

Answers will vary.
Probable answers -

1. Initiative.
2. Productive or honest.
3. Loyalty or practicing professional ethics.
4. Cooperative.
5. Willingness to learn.
   Enthusiasm for the job.
   Dedicated, or commitment.

002-04-01

1. f. , d.
2. b. , e.
3. a. , c.

002-04-02

An essay question.
Answers will vary; teacher will grade based on an accuracy of type.

002-04-03

1. d.
2. e.
3. f.
4. a.
5. b.
6. g.
7. c.

002-05-01

1. Reports and leaves exactly on time.
2. Doesn't associate with her associates.
3. Eats alone.
4. Noncommunicative with supervisor.
5. Dislikes supervisor.
6. Sits alone at departmental meetings.

002-05-02

An essay question.
Answers will slightly vary; teacher will grade based on accuracy of type.

002-05-03

An essay question.
Answers will vary; teacher will grade based on accuracy of type.

002-05-04

1. 0
2. 0
3. (✓)
4. 0
5. 0
6. 0
7. 0

003-01-01

Probable answers -
1. Lived on the other side of the tracks.
2. Earned good grades.
3. Salary a sizeable sum of money.
4. Wanted job security, position, and prestigious social status.
5. Wanted a challenging career.
6. Wanted to serve mankind.

003-01-02

Probable answers -
1. To succeed, monthly salary, great amount of life's earnings, prestigious social status, job security, position.
2. Works will with others, challenging career.
3. Earns good grades in all of her subjects.
4. Likes to work and serve others.
5. Committed and dedicated, likes others.

003-01-03

1. c.
2. a.
3. d.
4. b.

003-01-04

Answers will vary but should be related to the following:
1. The belief that one can reach goals.
2. The desire to pursue.
3. Persistence to keep trying, don't stop.
4. Positive - use results and data to improve next attempt.
5. Building on what one has assessed.
6. Using natural abilities to the best.
7. May cause delays or detours; means of advancement in the desired pursuit.
8. Believes in self and in the course being pursued.
9. Guides choice of goals, things one prizes most in life, the beliefs you consider most important.
10. Where one wants to be or have achieved in the future.

003-02-01

1. c.
2. c.
3. a.
4. d.

003-02-02

1. b.
2. c.
3. d.
4. a.
5. e.

003-02-03

1. c.
2. d.
3. b.
4. e.
5. a.

003-03-01

1. Realistic
2. Goals
3. Aptitudes
4. Interest
5. Personality
6. Job
7. Market
8. Training
9. Education
10. Career
11. Plan
12. Courses

003-03-02

1. b.
2. a.
3. c.

003-03-03

1. c.
2. b.
3. d.
4. a.

003-03-04

1. Agree
2. Agree
3. Agree

Essay answers will vary.

003-04-01

1. e.
2. e.
3. e.

003-04-02

1. b.
2. h.
3. d, e, or f.
4. i.
5. d.
6. j.
7. a.
8. g.
9. f.
10. c.

003-04-03

1. b.
2. d.
3. e.
4. a.
5. c.

003-04-04

2., 3., 4., 5., 8.

003-05-01

Personal question. Answers will vary. Teacher should use discretion in associating the type of information given with the source or reference.

003-05-02

1. e.
2. a.
3. b.
4. d.
5. c.

003-05-03

The student will answer according to personal experiences. Answers will vary for each student.

003-06-01

1. d.
2. a.
3. e.
4. c.
5. b.

003-06-02

1. d.
2. d.
3. b.

003-06-03

Answers will vary. Teacher will grade based on accuracy of type.

003-07-01

1. c.
2. e.
3. g.
4. b.
5. h.
6. f.
7. d.
8. a.

003-07-02

1. 0
2. (✓)
3. (✓)
4. (✓)
5. (✓)

003-07-03

1. h.
2. c.
3. e.
4. a.
5. f., g.
6. d.
7. b.
8. g., f.

003-08-01

(as those careers that were either held or usually held by men or women in past years.)

003-08-02

1. F
2. F
3. F
4. F
5. F
6. F
7. M
8. M
9. F
10. F
11. F
12. F
13. M
14. F

003-08-03

1. (✓)
2. (✓)
3. (✓)
4. (✓)
5. (✓)
6. (✓)
7. (✓)
8. (✓)
9. (✓)
10. (✓)

003-09-01

Possible answers -
1. Data processing.
2. Computer workers.
3. Robot repairers.
4. Solar-nuclear energy workers.
5. T.V. communications.
6. Sales & marketing.
7. Machinist-tool and die workers.
8. Health field.
9. Service industry - food preparation, etc.
10. Secretaries and accountants.
11. Entrepreneurs.

003-09-02

A. 1-2
B. 3
C. 2
D. 1-2
E. 2
F. 2
G. 1
H. 3
I. 2
J. 2-3
K. 2-3
L. 3
M. 2
N. 1
O. 2
P. 2
Q. 2

003-09-03

An essay question. Answers will vary; teacher will grade based on accuracy of facts.

003-10-01

Answers will vary. Teacher will grade based on accuracy of type.

003-10-02

Answers will vary. The teacher will grade based on accuracy of type. Teacher will have to use discretion in the student's sequence of steps.

003-10-03

Answers should include:
1. Amount of money available.
2. Cost and length of training.
3. Location of training site.
4. Personal interests, aptitudes, and abilities.
5. Employment outlook.
6. Physical health.

Teacher should use discretion when grading.

004-01-01

1. a.
2. c.
3. a.

004-01-02

1. e.
2. b.
3. d.
4. c.
5. a.
6. f.

004-01-03

Possible answers.
(May be stated differently.)
1. Mandatory insurance plan.
2. Retirement plan.
3. Disability plan.
4. Insures children and spouse up to certain limits and in certain situations.
5. Provide money for services expected from our government.

004-02.1-01

1. d.
2. b.
3. d.

004-02.1-02

Kinds of work.
Number of hours.
Time of work.

004-02.1-03

1. Hours Time
2. Social Services
3. Counselor Work Coordinator

004-02.2-01

Secure work permit.

004-02.2-02

List should correspond with standard procedure.

004-02.2-03

Answers will vary; teacher will grade based on accuracy of type.

004-03.1-01

1. d.
2. d.
3. b.

004-03.1-02

1. Post Offices
2. Banks
3. Some large companies
4. State Unemployment Offices
5. Selective Service Offices
6. Public welfare

004-03.1-03

1. Retirement & survivor's insurance.
2. Disability insurance.
3. Hospital insurance.

004-03.1-04

1. To provide unemployment insurance for people who have been laid off from their jobs.
2. To provide income upon retirement.
3. To provide income for workers who have become physically disabled and are unable to work.
4. To provide income for children whose working parent dies while they are still dependent upon that parent.
5. To provide income to widows or widowers of workers when they reach the age of 65 or 62.
6. To provide health insurance for persons 65 or over.

004-03.2-01

1. Worker
2. Paid
3. Application forms
4. Telephone book
5. United States Government

004-03.2-02

1. Print full name.
2. Name printed at birth.
3. Give city, county, and state of place born.
4. Mother's full name at birth.
5. Father's full name.
6. Give your date of birth.
7. Age as of last birthday.
8. Give sex.
9. Give race.
10. Have you applied for or had a social security, railroad, or tax account number?
11. Mailing address.
12. Date of mailing.
13. Area code and telephone number.
14. Write name.

004-03.2-03

1. If one loses his/her card - so as to obtain another one.
2. Change your name.
3. Unable to work for severe disability.
4. Age 62 or older.
5. Two or three months prior to 65.

004-03.2-04

Teacher check application form.

004-03.2-05

An essay question; answers will vary.

004-04-01

1. c.
2. d.
3. b., c.

004-04-02

1. Document
2. Vital Statistics Division
3. Name, Age, Birthplace and/or Parentage

004-04-03

1. Age
2. Name
3. Birthplace
4. Date of birth
5. Parentage
6. Place birth is recorded.
7. Health Officer
8. Date Issued

004-04-04

Teacher will establish conditions for evaluation.

004-05-01

1. a.
2. b
3. d.
4. c.

004-05-02

Teacher will establish conditions for evaluation.

004-05-03

1. e.
2. h.
3. f.
4. d.
5. a.
6. b.
7. c.
8. g.

004-06-01

Possible answers -
1. One needs a driver's license.
2. The owner of the car needs liability insurance.
3. The car must have a valid license tag.
4. The car must have passed inspection.
5. The driver must be at least 16 years of age.

004-06-02

5 points

Passing stopped school bus loading or unloading children.

4 points

Reckless driving.
Hit and run, property damage only.
Following too closely.
Driving on wrong side of road.
Illegal passing.

3 points

Running through stop sign.
Speeding more than 55 mph.
Speeding through a school zone.
Failure to yield right-of-way.
Running through red light.
No license.
Failure to stop for siren.
Driving through safety zone.
No liability insurance.
Failure to report accident where such report is required.
All other moving violations.

004-06-03

1. c.
2. b.
3. b.
4. b.
5. d.
6. b.

004-07-01

Answers will vary. Teacher must establish conditions for evaluation.

004-07-02

Written statements will vary. Teacher must establish conditions for evaluation.
1. I
2. I
3. C
4. C
5. C
6. I
7. C
8. C
9. C
10. C
11. C
12. C

004-07-03

1. d.
2. b.
3. c.
4. e.
5. a.
6. c., d., or e.
7. b.
8. f.
9. c.
10. c., e., or f.

004-08-01

Reference - is a person who can provide information about one's ability, responsibility, job performance, personality, or any information that is important to the job.

004-08-02

Written statements will vary. Teacher must establish conditions for evaluation.
1. C
2. C
3. I
4. C
5. C
6. I
7. I
8. I (with exceptions)
9. C
10. C

004-08-03

Answers will vary depending on references used, individual student's personal experiences, values and opinions, and class discussions.

004-08-04

Written statements will vary. Teacher must establish conditions for evaluation.
1. C
2. I
3. I
4. C
5. C
6. C
7. C
8. I
9. I

004-08-05

1. Neat, Short
2. Reason, First
3. Job or position, Second
4. Notify or write or contact, Third
5. Typed
6. Checked, Teacher

005-01-01

1. a.
2. d.
3. b.

005-01-02

1. b.
2. b.
3. a.

005-01-03

Written statements will vary. Teacher must establish conditions for evaluation.

005-02-01

1. a.
2. c.
3. e.
4. g.
5. h.
6. i.
7. j.

005-02-02

1. C
2. I
3. C
4. C
5. C
6. I
7. C
8. C
9. I

005-02-03

Answers will vary. Teacher will determine the criteria for evaluation.

005-02-04

Answers may vary. Teacher will determine criteria for evaluation.
Possible answers -
1. Never attach a photograph.
2. Never date the resume.
3. Disabilities or handicaps.
4. Never stipulate a salary.

005-03-01

Answers will vary. Teacher will determine the criteria for evaluation.

005-03-02

Answers will vary. Teacher will establish evaluation procedure.

005-03-03

Answers will vary. Teacher will determine the criteria for evaluation.

005-04.1-01

Answers will vary.
Potential answers -
1. Neat and well organized.
2. Summary of your personal job-seeking facts.
3. Typed.
4. Brief and concise.
5. Truthful.

005-04.1-02

Written statements will vary. Teacher must establish conditions for evaluation.
1. C
2. C
3. I
4. I
5. I
6. I
7. I
8. C
9. C
10. I

005-04.1-03

Written statements will vary. Teacher must establish conditions for evaluation.
1. C
2. C
3. I
4. C
5. C
6. C
7. I
8. C
9. C
10. I

005-04.2-01

Teacher will establish evaluation procedures.

005-04.2-02

Teacher will establish evaluation procedures.

005-04.2-03

Teacher will establish evaluation procedures.

005-05-01

Answers will vary. Some possible answers are listed below -
1. A resume can be left with an employer after an interview. This reminds an employer that you are interested, and shows that you are prepared and willing to do something extra.
2. A resume may be sent to an employer, along with a letter of inquiry about a possible job opening.
3. Since you have all the information you need in one place, a resume helps you to complete job applications more accurately.

005-05-02

Answers will vary. Teacher will establish evaluation procedures.

005-05-03

Answers will vary. Teacher will establish evaluation procedures.

006-01-01

1. d.
2. b.
3. b.

006-01-02

Teacher will have to use discretion. Possible answers -
1. Guidance and vocational counselors.
2. Cooperative or work experience coordinators.
3. Vocational education teachers.

006-01-03

1. e.
2. d.
3. c.
4. b.
5. a.

006-02-01

Answers will vary. Teacher will use discretion.

006-02-02

Answers will vary. Teacher will use discretion.

006-02-03

1. I
2. I
3. C
4. C
5. I
6. C
7. C

006-02-04

Teacher will establish criteria for evaluation. Possible criterions are listed below -
1. Mode of applying.
2. Working conditions.
3. How employee likes the company.
4. Benefits.
5. Wages.

006-02-05

Teacher will establish procedures for evaluation based on the criteria developed in class.

006-03-01

Teacher will establish procedures for evaluation.

006-03-02

Answers will vary. Suggested answers are listed -
1. Type of job one is qualified to hold.
2. Amount of education received.
3. Kind of work experience.
4. Age and address.
5. Offer to come in for an interview.
6. Offer to furnish references.

006-03-03

Answers will vary. Teacher will establish evaluation procedures.

006-04-01

Teacher will finalize the checklist and develop criteria for evaluation.

006-04-02

Teacher will establish evaluation procedures.

006-04-03

Teacher will establish evaluation procedures.

006-04-04

Teacher will establish evaluation procedures. Below are some suggested answers -
1. Clarity of voice.
2. Pleasant tone of voice.
3. Good language usage.
4. Courteous manner.
5. Patient.
6. Willing to listen to employers.
7. Answer questions completely.
8. Brief, concise.
9. Receives and provides necessary information.

006-05.1-01

Answers will vary. Some possible answers are listed below -
1. One is only in town for a few minutes.
2. The advertisement indicated "walk-ins" are welcomed.
3. One feels that there is nothing lost by trying.
4. One feels that applying in person would be an advantage.

006-05.1-01 (continued)

5. One is trying to research as many job openings as possible.
6. Friends and relatives have said there is a possible opening and personal appearances are permissible.

006-05.1-02

Answers will vary. Possible answers are listed below -
1. May need to apologize for "walk-in."
2. Need to express appreciation for the interview.
3. Don't become impatient if one has to wait.
4. Any of those listed in answers 006-04-04

006-05.1-03

Teacher will establish guidelines for evaluation.

006-05.2-01

Teacher will finalize the checklist and develop criteria for evaluation.

006-05.2-02

Teacher will establish evaluation procedures.

006-05.2-03

Teacher will establish evaluation procedures.

006-06-01

1. Paid
2. Office
3. Full time
4. Applicant
5. Years
6. Opportunity
7. Appointment
8. Position
9. Qualified or Qualifications
10. Reference
11. Department
12. License or Licensed
13. Experience
14. Excellent
15. Assistant
16. Manufacturing
17. Manager
18. Minimum
19. Salary
20. Preferred
21. Necessary
22. Part time
23. Required
24. Included
25. Secretary
26. With
27. Week
28. Immediate
29. Phone
30. Company

006-06-02

1. c.
2. b.
3. d.

006-06-03

Answers may vary. Possible answers are listed -
1. A job that requires you to make a deposit of money.
2. A job that requires you to pay for and take a course in a specific school before you are hired.

006-06-04

Answers will vary. Teacher must establish procedures.

006-07-01

1. b.
2. a.
3. c.
4. a. or d.
5. b.
6. a. or c.
7. b.
8. a.
9. a.
10. a.
11. b.
12. b.
13. c.
14. d.
15. a. or d.

006-07-02

1. a.
2. a.
3. b.
4. b.
5. b.

006-07-03

Answers will vary. Teacher will establish guidelines for evaluation. Possible answers are -

Advantages

1. Service may be free.
2. Provides testing and counseling.
3. Matches jobs and people.
4. Has current job listings.
5. Does referrals.
6. Helps with applications and resumes.
7. Assists on interviewing techniques.
8. May offer job application classes.

Disadvantages

1. Fee may be required.
2. Application may be a contract.
3. May require individual to accept any job qualified for.

006-08-01

Answers may vary. Possible answers are listed below -

1. Job one likes.
2. Job one does well.
3. Job that pays well.
4. Job that offers advancement.
5. Job that has good working and promotion environment.
6. Job that offers many benefits.
7. Job that offers security.
8. Job that has good employee/employer relationship.
9. Job that offers educational opportunities.

006-08-02

Answers will vary, possible answers are listed below -

1. Read want ad or letter to determine how the contact is to be made.
2. List specific procedure and develop sequential steps to follow.
3. Realistically prioritize openings to be pursued.
4. Determine appropriate date and time to contact potential employers.
5. When possible, do not overschedule appointments. If the appointment is not convenient, one should try to reschedule.
6. Determine appropriate attire for each contact.
7. When appointments cannot be rescheduled, refer to predetermined list of openings to cancel the less attractive offer.
8. Determine what is needed for each contact.
9. Make a schedule of appointments.
10. Determine what follow-up is needed, if any.

006-08-03

Answers will vary. Teacher will establish conditions for evaluation. Possible answers are listed below -

1. Did not research job location and traffic movement.
2. Did not research requirements of employing company.
3. Did not schedule interview wisely.
4. Didn't prepare properly for interview.
5. Did not allow time to eat and relax.
6. Didn't allow for delays.
7. No time for grooming practices.
8. Didn't prepare application properly.
9. Did not allow time for composure.
10. Did not locate parking area prior to use.

007-01-01

1. b., d.
2. a., d.
3. a., c.

007-01-02

1. Selling yourself
2. Yourself, Your resumé
3. Spelling, Grammar

007-01-03

1. Needs
2. Interview
3. Communication
4. Work

007-02-01

1. c.
2. d.
3. b.
4. a.

007-02-02

1. b.
2. i.
3. h.
4. c.
5. d.
6. f.
7. j.
8. g.
9. a.
10. e.

007-02-03

Teacher will establish guidelines for evaluation.

007-03.1-01

1., 2., 5.

007-03.1-02

1. b.
2. d.
3. a.
4. c.

007-03.1-03

1. C.
2. I
3. C
4. C
5. I
6. I
7. C
8. C
9. C
10. I

007-03.2-01

1. Return address and date.
2. Colon after salutation.
3. Transcription misspelled.
4. Business misspelled.
5. Experience misspelled.
6. School misspelled.
7. "?" after word interview.
8. Return address after complimentary close.
9. Telephone number and time after complimentary close.
10. P.S. entry.

007-03.2-02

Teacher will decide guidelines for evaluation.

007-03.2-03

Teacher will develop criteria for evaluation.

008-01-01

1. d.
2. c.
3. b.
4. a.

008-01-02

Answers will vary.
Possible answers are given -

1. Position for which one is applying.
2. Work experiences.
3. Educational experiences.
4. Health status

008-01-03

1. Answer in ink or typewriter.
2. Always print.
3. Answer each question or place N/A or a straight line in the spaces to statements that do not apply.
4. Write complete address, include zip code.
5. Spell each word correctly.
6. Give "job preference" or job for which you are applying.
7. List all schools attended and dates if asked.
8. Include, when asked, previous work experiences.
9. Be prepared to list good references, e.g. former employer, a teacher, established business friends, pastor of the church.
10. Use your correct name when signing application form.
11. Be neat.

008-01-04

3. and 5.

008-01-05

1. e.
2. d.
3. b.
4. c.
5. a.

008-02-01

Teacher will develop criteria for evaluation.

008-02-02

1. Omission of date.
2. Omission of city.
3. Omission of state.
4. Omission of zip code.

008-02-03

2.

009-01-01

1. C
2. C
3. C
4. I
5. I
6. C
7. C
8. C
9. I
10. C

009-01-02

1. d.
2. a.
3. d.

009-01-03

Answers will vary.
(Essay answer only)
1. a, 2. a., 3. d.

009-02-01

1. b.
2. a.
3. b.
4. b.

009-02-02

1. Walk-in.
2. Answers will vary. Possible answers are -
    a. Neat with legible writing.
    b. Used pen.
    c. No misspelled words.
    d. Form was complete.
    e. Well thought through statements.

Teacher will establish evaluation guidelines.

009-02-03

1. Formal
2. Informal
3. Formal

Remaining answers will vary. Possible answers are -

4. Security
5. Neat and clean.
6. Speak clearly.
7. Use good sentence structure.

009-02-04

Explanations will vary. Teacher will establish evaluation procedures.

1. A
2. A
3. A
4. A
5. A

009-02-05

1. The applicant does most of the talking while responding to a broad question as "Tell me about yourself." (Informal)
2. The applicant responds to a series of questions fielded from the interviewer. (Formal)

009-03-01

Answers may not be in this order -

1. The opening of the interview.
2. Information gathering by the employer.
3. Information gathering by the applicant.
4. The close of the interview.

009-03-02

1. c.
2. c.
3. c.

009-03-03

May not be in order and may vary slightly -

1. In what kind of work are you interested?
2. Why do you think you are qualified for this kind of work?
3. Why do you think you want to work for our company?
4. Tell me about yourself.
5. Are you looking for temporary or permanent work?
6. What do you want to be doing five years from now?
7. Which courses in school do you like best?

009-04-01

1. d.
2. b.
3. a.

009-04-02

1. a.
2. d.
3. c.

009-04-03

1. Impress the employer.
2. Helps the applicant to determine if he/she wants to work for the company.

009-05-01

Answers will vary. Teacher will establish guidelines for evaluation. Possible answers are listed -

1. What are the job duties?
2. What are the working conditions?
3. What are the employment hours?
4. Who can I call for assistance?
5. Will I be working for someone else?
6. What are the fringe benefits?
7. What is the salary?
8. What are the advancement opportunities?
9. What type of clothing should be worn?
10. What are the union requirements?
11. What are the future expansion plans?
12. What would a typical day on the job be like?

009-05-02

Teacher will establish evaluation guidelines. Answers will vary. Statements should infer the following -

1. I have a tendency to take my career seriously.
2. I tend to always want my work to be perfect.
3. I sometimes put too much stress in trying to achieve a perfect work record.

009-05-03

1. A
2. D.
3. A
4. A
5. D
6. D
7. A
8. A
9. A
10. D

Written explanation will vary. Teacher will establish conditions.

009-05-04

1. d.
2. c.
3. a.

009-06-01

Good grooming is all of these things that one can do to make his/her body neat, clean, and pleasantly presentable.

1. Avoid overpowering scent.
2. Clean body.
3. Clean clothes.
4. Well cared for shoes.
5. Hair styled becomingly.
6. Good make-up.
7. Well coordinated clothing.
8. Clean teeth and breath.
9. Clean nails.
10. Clean hair.

009-06-02

1. a.
2. c.
3. a.

009-06-03

1. b.
2. d.
3. a., d.

009-07-01

1. Body language - mannerisms that usually depict the value and emotional status of an individual.
2. Answers will vary.
   Possible answer -
   Body language is important because it gives the employer the degree of poise and portrays some of the values the applicant possesses.

009-07-02

Answers may include any of the following. Explanations will vary.
1. Slouching.
2. Placing articles on employer's desk.
3. Chewing gum.
4. Eye to eye contact.
5. Leaning on interviewer's desk.
6. Fidgeting with clothing or jewelry.
7. Shaking legs at the kneecap.
8. Leaning chair against wall.
9. Fidgeting with hands or fingers.

009-07-03

1. Don't slouch.
2. Don't sit until asked.
3. Don't place articles on employer's desk.
4. Don't finger hair, jewelry, etc.
5. Don't chew gum or smoke.
6. Don't look down when speaking or listening.
7. Don't lean on desk, walls, chairs.
8. Don't grin.
9. Don't play with keys, pencils, etc.
10. Don't fidget with clothing.
11. Don't snap fingers.
12. Don't cross legs at the knees.
13. Don't shake legs or feet.
14. Do keep hands out of pockets.
15. Do look interviewer in the eyes.
16. Do sit with hands in lap.
17. Do be pleasant.
18. Do smile.
19. Do identify yourself.

009-08-01

Teacher will establish conditions for evaluation. Answers will vary.

009-08-02

Answers will vary. Suggested ones are -
1. Did I answer the questions clearly and distinctly and with clear thoughts?
2. Did I appear calm, secure, and well poised?
3. Did the employer misread body language?
4. Did I prepare adequately for the interview?

009-08-03

1. Smoked cigarette.
2. Employer flinched - strong handshake.
3. Extended legs.
4. Pay for his car.
5. Accept any job.
6. One of the newest companies, unusual architectural design.
7. Hadn't thought through his career goals.
8. Pat on the back.
9. "He was a swell guy."

009-09.1-01

1. d.
2. d.
3. c.

009-09.1-02

1. a.
2. a.
3. a.

009-09.1-03

Teacher will establish conditions for evaluation.

009-09.2-01

Teacher will establish conditions for evaluation.

009-09.2-02

Teacher will establish conditions for evaluation.

009-09.2-03

Teacher will establish conditions for evaluation.

009-10-01

Answers may vary but should include the following statements -
1. A short thank-you letter immediately after the interview.
2. A telephone call five to seven days after the interview.
3. A visit to a firm if it is small or if one knows the owner or manager.

009-10-02

1. The first paragraph states the reason for writing.
2. The second paragraph mentions your interest in the job or states you are no longer interested in the job.
3. The third paragraph should again thank the person for the interview and ask to be contacted.

009-10-03

Teacher will establish conditions for evaluation. Answers will vary.

009-10-04

1. c.
2. c.
3. b.

009-11-01

Answers will vary. Some suggestions are as follows -
1. Enables the employer to select only qualified applicants for certain positions.
2. Enables employers to place applicants in the job for which they are best suited.
3. Enables employers to determine those who have talents and skills for promotions and advancements.
4. Enables employers to find out if the applicant will be psychologically satisfied in the work environment.

009-11-02

1. b.
2. d.
3. a.
4. e.
5. f.
6. c.

009-11-03

1. Advice - consult someone who has taken the test before to give advice about the type questions or general areas covered by the test.
2. Test attitude - study well ahead of the day of the test, allow plenty of time for dressing, eating, and traveling to test location. Take several deep breaths when nervousness occurs. Feel good about oneself and ability.
3. Clothing - wear something one likes, is comfortable and does not interfere with test taking.
4. Test experience - become "test-wise", practice taking tests.
5. Health - get a good night's sleep before day of test. Eat moderately before test. Use glasses or hearing aid, if needed.
6. Test materials - bring items needed for usual test taking, e.g. several pens, pencils, and any special equipment or tools.

009-11-04

1. Civil service - local, state, and federal government tests. Required by most employees hired in government agencies.
2. A graphologist's analysis - applicant's handwriting.
3. Answers will vary. Teacher will establish conditions for evaluation.

010-01.1-01

The paycheck stub is to give an accounting of all payroll deductions made by the employer. The stub enables the employee to have a personal record of deductions made from the paycheck.

010-01.1-02

Mandatory
1. Federal income tax.
2. State income tax.
3. Social Security (FICA)

Voluntary
1. Hospitalization
2. Life insurance
3. Union dues
4. Retirement deductions
5. Payroll savings
6. Bonds
7. Stock purchases

010-01.1-03

Gross pay - $166.25
Deductions - $ 34.05
Net Pay - $132.20

010-01.2-01

Teacher will establish conditions for evaluation.

010-01.2-02

Teacher will establish conditions for evaluation.

010-01.2-03

Answers may vary - possible answers -
1. Name.
2. Complete address.
3. Social Security number.
4. Number of exemptions.
5. Total number of exemptions.
6. Date.
7. Signature.

010-01.3-01

Teacher will establish the conditions for evaluation.

010-01.3-02

Possible answers -
The following items are included on the state form and not included on the federal:
1. Age
2. Physical conditions -
   - a. Blind
   - b. Deaf
   - c. Paraplegic
   - d. Chronic renal disease.
   - e. Hemophiliac

010-01.3-03

Possible answers, however, answers will vary -
1. The employee may have less or more deducted than is allowed.
2. It will cost taxpayers more to have revenue employees correct the error(s).
3. It may cause the employees to remit large sums of money within a short period of time.
4. The employee is either paying more or less than his/her fair share of revenue.

010-02-01

Possible answers. Answers will vary/
1. Insurance
2. Retirement
3. Contracts
4. Agreements
5. Others:
   Waivers
   Personal history forms

010-02-02

Possible answers -
1. Deductions made to specified institutions employees' savings accounts.
2. Deductions made to identified agencies, companies, or firms for life, health or medical benefits. A monetary benefit that is either optional or provided by the employer to the employee.
3. A retirement benefit offered or given to specific workers.
4. A mandated insurance plan for employees.
5. Free from some liability or responsibility.
6. Qualified to receive identified goods and/or services.
7. Extra services or goods received from employment in the company or firm.
8. Money left and given to the employee for payment of services after deductions have been made.
9. Money received in the form of interest or dividends.
10. Internal Revenue Service
11. The amount of take home pay or the money left after all deductions required by law have been made.

010-02-03

Possible answers -
1. Maternity leave.
2. Sick leave.
3. Vacation leave.

011-01-01

Extra gains not identified as normal pay.

011-01-02

Possible answers -
Paid vacations.
Health insurance.
Life insurance.
Paid sick leave.
Purchase discounts.
Educational assistance.
Stock option purchases.
Retirement.
Paid relocation.
Special commissions and bonuses.

011-01-03

	Monetary Value	Convenience Value
1.	✓	
2.	✓	
3.	✓	✓
4.	✓	
5.	✓	✓
6.		✓
7.		✓
8.	✓	
9.	✓	
10.	✓	
11.		✓

011-02-01

The total of the monetary value of benefits plus salary.

011-02-02

Answers will vary.
(Example of an answer.)

Salary	$600.00 monthly
Life insurance	15.00 monthly
Health insurance	25.00 monthly
Retirement	60.00 monthly
Total true value	$700.00 monthly

011-02-03

1. d.
2. h.
3. a.
4. g.
5. e.
6. f., b.
7. c.

011-03-01

1. R
2. NR
3. R
4. R
5. R
6. NR
7. R
8. NR

011-03-02

1. d.
2. a.
3. b.
4. e.
5. f.

011-03-03

1. Quarterly tuition $46.00.
2. Registration fees.
3. Book fees.
4. All electives.
5. Laboratory fees.

012-01-01

Answers may vary. Possible answers -
1. Identifies duties expected of an employee.
2. Lets the employee know what is expected.
   -Employee is able to evaluate kind of duties performed.
   -Evidence of job expectation.

012-01-02

Possible answers -
1. Listing of duties to perform.
2. Job description serves as documented evidence of employer expectation.
3. Self appraised job performance.
4. Particulars and details are given (in some cases).

012-01-03

Answers will vary. Teacher will establish conditions for evaluation.

012-02.1-01

Teacher will establish conditions for evaluation.

012-02.1-02

Teacher will establish conditions for evaluation.

012-02.1-03

Possible answers -
1. The employee knows specifically what is expected.
2. The employee knows how well it is to be done.
3. The employee knows under what conditions it is to be done.
4. The employee knows who is involved in making the job possible.
5. The employee knows the length of time the duties are to take place.

6. The job description gives parameters for the job.

012-02.2-01

Teacher will establish conditions for evaluation.

012-02.2-02

Teacher will establish conditions for evaluation.

012-02.2-03

Teacher will establish conditions for evaluation.

013-01-01

1.
2.
3.
5.
6.
7.
10.
12.
13.
15.
16.

013-01-02

1. b.
2. e.
3. a.
4. f.
5. c.
6. d.

013-01-03

Teacher will establish the conditions for evaluation.

13-02.1-01

The organizational structure within a company reflecting progression of authority from employee to the top-most decision-making position.

013-02.1-02

Teacher will establish the conditions for evaluation. A possible answer - It provides for the orderly passage of information and instructions between the upper and lower positions in the organization.

013-02.1.03

1. Show how departments in a company fit together.
2. Indicate boss or supervisor.
3. Provide awareness of how one job fits the whole.
4. Shows tracks for promotions.
5. Indicates responsibilities of workers.

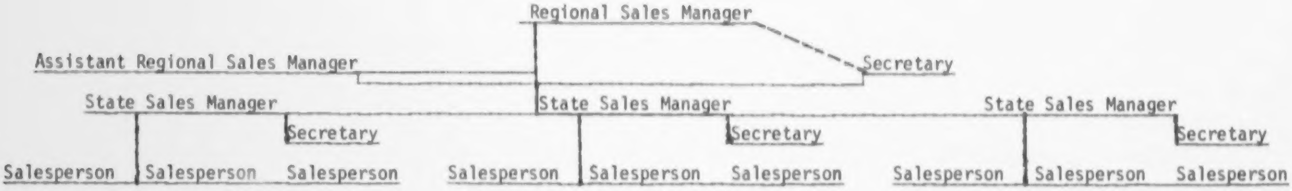
013-02.2-01

1. Company president.
2. Regional director.
3. District supervisor.
4. Store manager.
5. Assistant store manager.
6. Shift supervisor.
7. Counter person/cashier.

013-02.2-02

Column A	Column B
Mr. James	Mr. Jones
Ms. White	Ms. Green
Ms. Smith	Ms. Brown
Ms. Blue	Mr. Black
	Mr. White
	Ms. Smith
	Ms. Blue

013-02.2-03



013-03-04

1. b.
2. e.
3. a.
4. c.
5. g.
6. d.

014-01-01

1. a.
2. c.
3. a.
4. b.
5. d.
6. a.
7. c.
8. d.
9. e.
10. b.
11. d.

014-01-02

1. b.
2. c.
3. a.
4. a.
5. b.
6. c.
7. b.
8. b.
9. a.
10. c.
11. b.
12. b.
13. a.
14. b.
15. b.

014-01-03

1. C
2. NC
3. NC
4. C
5. C
6. NC
7. NC
8. C
9. C
10. C
11. C
12. NC

014-01-04

1. NR
2. NR
3. R
4. NR
5. NR
6. NR
7. NR
8. R
9. NR
10. NR
11. R
12. NR
13. NR
14. R
15. R

014-02-01

1. b.
2. a.
3. c.

015-01-01

Permanent association that attempts to improve the working lives of their members.

015-01-02

Teacher will determine the conditions for evaluation. Possible answers -
1. Stronger bargaining position.
2. To achieve higher wages.
3. More fringe benefits.
4. Increased job security.
5. To have a voice in running the organization.

015-01-03

1. Local
2. Collective bargaining.
3. Closed shop.
4. Agency shop.
5. Union shop.
6. Right to work.
7. Strike.
8. The lockout - Strike insurance - Lobbying

015-02-01

1. I
2. C
3. C
4. I
5. I
6. C

015-02-02

1. Grievance procedures.
2. Job security and good wages.
3. Lobbying.
4. Violence.
5. Loyalty - Inflation - High wage demands.

013-03-01

1. Preestablished procedures for bringing up and resolving problems and disagreements.
2. Purpose:
    a. Keep problems and disagreements from disrupting the normal work setting.
    b. To maintain harmony in employer/employee/co-worker relationships.

013-03-02

1. Informal: Procedure whereby the employee makes an informal direct approach to a co-worker or supervisor, or uses the suggestion program to resolve grievances.
2. Formal: A written company policy that establishes formal procedures for resolving grievances.

013-03-03

1.
2.
4.
5.
6.
7.
8.

014-02-02

Teacher will establish criteria for evaluation.
Possible answer -
There will be no discrimination because of race, creed, color, sex, age, national origin, mental or physical disabilities, political affiliation or belief in all phases of employment.

014-02-03

1. c.
2. d.
3. e.
4. a.
5. c.
6. d.
7. b.
8. c.
9. a.

014-02-04

1. Affirmative action.
2. Equal opportunity employer
3. Discrimination
4. Grievance.
5. Bias.
6. Age discrimination.
7. Physical condition.
8. May not.
9. Grievance. Sex.
10. Courts.

015-02-03

Teacher will determine the conditions for evaluation. Possible answers are -
1. Management and labor leaders have finally come to the realization that they have a mutual interest which can only be reached by pulling together.
2. Workers should actually be more loyal to their employer because that is the source of their wages. The union should show loyalty to its dues paying members.

016-01-01

Teacher will establish the conditions for evaluation. Possible answers -
1. Read OSHA posters at job site.
2. Know and follow OSHA standards that apply to your work.
3. Follow all of your employers safety and health standards and rules.
4. Wear and use prescribed protective equipment for your work.
5. Report all dangerous conditions at work to your supervisor.
6. Report job related injuries or illnesses to your supervisor and seek treatment right away.
7. Cooperate with OSHA officials when they conduct inspections.
8. Use your rights under the law responsibly.

016-01-02

1. a. b.
2. a. c. d. e. f.
3. a. g. h.
4. a. g. i. j.
5. a. k.

016-01-03

1., 3., 4., 6., 9., 10., 11.

016-02-01

1. C
2. I
3. C
4. I
5. C
6. C
7. I
8. I

016-02-02

(Based on the teacher's statement) Answer could vary depending on the assumptions of student.

016-02-03

1. j.
2. e.
3. b.
4. f.
5. h.
6. a.
7. k.
8. c.
9. g.
10. d.
11. l.

017-01.1-01

Suggested teacher rating or grade scale.

YES/NO
1. Did the student cooperate?
2. Did the student do their fair share?
3. Did the student speak correctly and distinctly?

017-01.1-02

1. Maintain good eye contact.
2. Use standard English.
3. Don't ramble.
4. Be prepared to answer any questions the listener may have.
5. Be prepared to repeat any or all of your speech if requested.
6. Think carefully about what you are going to say before you attempt saying it.
7. Talk in a clear, distinct manner.
8. Emphasize only the main points.
9. Give the listener a chance to respond to what you have said.
10. Stand still when speaking unless you are required to move to demonstrate a point.

017-01.1-03

The teacher will establish the conditions for evaluation.

017-01.2-01

The teacher will establish the conditions for evaluation.

017-01.2-02

The teacher will establish the conditions for evaluation. Report will depend on how student will analyze the seven statements arrange them in an organized manner, and write their report.

017-01.2-03

The teacher will establish the conditions for evaluation.

017-02-01

1. Attitude
2. Courtesy
3. Dependability
4. Desire to succeed
5. Enthusiasm
6. Foresight
7. Friendliness
8. Health
9. Honesty
10. Initiative
11. Loyalty
12. Morality
13. Neatness
14. Open-mindedness
15. Personal appearance
16. Punctuality
17. Self-control
18. Sense of humor
19. Tact
20. Use of voice

017-02-02

The teacher will establish the conditions for evaluation.

017-02-03

Give a good day's work for a good day's pay.

017-02-04

1. Loyalty
2. Dependability
3. Cooperation
4. Acceptance of criticism
5. Punctuality
6. Initiative
7. Honesty
8. Willingness to learn
   Willingness to follow directions
9. Enthusiasm
10. Loyal
11. Honest, Dependable

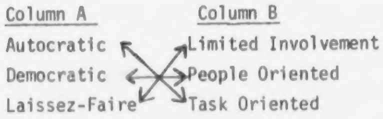
018-01-01

1. A
2. U
3. U
4. U
5. A

018-01-02

1. Autocratic (task oriented)
2. Democratic (people oriented)
3. Laissez-faire (limited involvement)

018-01-03



018-02-01

1. A
2. A
3. D
4. A
5. D
6. D
7. A
8. A
9. D
10. A

018-02-02

1. Direction
2. Training
3. Consistant
4. Fairly
5. Firm
6. Welfare
7. Example
8. Overwork
9. Everything
10. Evaluation, performance

018-02-03

The teacher will establish the conditions for evaluation.

018-03-01

1. c.
2. i.
3. f.
4. a.
5. g.
6. j.
7. b.
8. h.
9. d.
10. e.

018-03-02

The teacher will establish the conditions for evaluation.

018-03-03

The teacher will establish the conditions for evaluation.

019-01-01

Possible answers -
1. Be pleasant.
2. Smile often.
3. Be positive.
4. Be helpful.
5. Be tactful.
6. Be interested.
7. Don't alibi.
8. Accept responsibility for what you do.
9. Accept change.
10. Be considerate.
11. Be dependable.

019-01-02

Teacher will establish conditions for evaluation.

019-01-03

The teacher will establish the conditions for evaluation.

019-02-01

Statements will vary due to the way the student analyzes the sentence. Teacher should evaluate as "acceptable" or "unacceptable" depending on content of answer.

019-02-02

Answers will vary. Possible answers -
1. Emotional consequence.
2. Effects on total production.
3. Unity of effort.
4. Social status.
5. Job satisfaction.

019-02-03

Teacher rating or grading scale:

- -Did the student (each) cooperate?
- -Did the student (each) do their fair share?
- -Was the meaning and purpose clearly demonstrated?
- -Did the student (each) speak clearly and distinctly?
- -Was the skit (role playing) informative, related to the topic?

019-02-04

1. No
2. Yes
3. a. John thought he knew it all.
   b. He thought he had experience due to hanging around a service station.
   c. He ignored instructions from his manager.
   d. John would not admit his lack of knowledge.
   e. John panicked when caught in an embarassing situation.
4. Answers will vary.

019-02-05

The teacher will establish the conditions of evaluation.

020-01-01

The teacher will establish the conditions of evaluation.

020-01-02

The teacher will establish the conditions of evaluation.

020-01-03

The teacher will establish the conditions of evaluation.

020-02-01

1., 3., 4., 7., 9., 10., 12., 14., 15., 17., 19., 20.

020-02-02

1., 3., 4., 6., 7., 10., 11., 12., 16.

020-02-03

The teacher will establish the conditions of evaluation.

21-01-01

1. j.
2. b.
3. f.
4. a.
5. c.
6. e.
7. h.
8. d.
9. g.

021-01-02

Teacher will establish conditions for evaluation.

021-01-03

1. Present, Career, Trial
2. College, City
3. Accepted, Job
4. Necessity
5. Poor, Health
6. Dissatisfaction
7. Moving, City, State
8. Personal
9. Injury, Perform, Job
10. Chance, Advancement

021-02-01

Teacher will establish conditions for evaluation.
Possible answers (wording may vary).
Proper procedures
1. He did not tell off his supervisor and stamp out of the room during the interview.
2. He gave prior notice. Notified officially on August 1 that he would be leaving on August 20.
3. Arranged for a smooth transition of duties and responsibilities with his replacement.
4. Checked with the Personnel Office on August 20th to make sure there were no requirements left undone.
5. Left a forwarding address.
6. Gave a personal goodbye to everyone he worked with.

Improper procedure
7. He did ask his supervisor if he should quit.

021-02-02

Teacher will establish conditions for evaluation.

021-02-03

1. D
2. N
3. N
4. D
5. D
6. N
7. D
8. N
9. D
10. D
11. D
12. N
13. D
14. D
15. D

021-03-01

1. F
2. S
3. S
4. F
5. F
6. F
7. S
8. F
9. S
10. F
11. S
12. S
13. S
14. S
15. F

021-03-02

1. R
2. T
3. T
4. T
5. R
6. T
7. R
8. T
9. R
10. T
11. R
12. T
13. R
14. T
15. R

021-03-03

1. d.
2. j.
3. c.
4. f.
5. a.
6. g.
7. i.
8. b.
9. e.
10. h.

021-04-01

1. Give yourself time to recover from the shock.
2. Go through another self-evaluation.
3. Determine the true cause or causes for your termination of employment.
4. Take corrective action to correct your weaknesses discovered during the self-evaluation.
5. After completing items one through four, immediately look for the job which you think will be right for you.

021-04-02

Teacher will establish the conditions for evaluation. Answer could vary depending on how the student perceived the situation and how much detail they decide to present.

021-04-03

Teacher will establish the conditions for evaluation.

021-04-04

1. U
2. S
3. U
4. U
5. S
6. U
7. S
8. U
9. S
10. U